DOCUMENT RESUME

ED 155 384 08 CE 016 776

AUTHOR	Martin, Ruth
TITLE	Occupational Home Economics Education Series. Fabrics and Textiles Merchandising. Competency Based Teaching Module.
INSTITUTION	American Home Economics Association, Washington, D.C.; Purdue Univ., Lafayette, Ind.
SPONS AGENCY	Office of Education (DHEW), Washington, D.C.
PUB DATE	77
CONTRACT	OEC-0-74-9140
NOTE	322p.; Some of the learner information sheets have been removed because of copyright; For related documents see CE 016 753 and CE 016 775-782
AVAILABLE FROM	Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock Number 017-080-01764-4)
EDRS PRICE	MF-$0.83 HC-$16.73 Plus Postage.
DESCRIPTORS	Adult Education; Behavioral Objectives; Cognitive Tests; Curriculum Guides; Home Economics Skills; Job Skills; *Merchandising; *Occupational Home Economics; Performance Based Education; Performance Tests; Post Secondary Education; Senior High Schools; Teaching Techniques; *Textiles Instruction

ABSTRACT

This module, one of ten competency based modules developed for vocational home economics teachers, is based on a job cluster in fabric and textiles merchandising. It is designed for use with a variety of groups including grades 9-14 and adults. Focusing on the specific job title fabric and textiles salesperson, ten competencies and the student behavioral objectives, teaching strategies, and teaching resources (audiovisual aids, books, curriculum materials, business, materials, guest speakers) are listed. In an assessment section, pre- and posttests and a performance assessment instrument are included. Provided in the appendix are ninety-four learner information sheets (work sheets, fact sheets) and seventeen teacher information sheets (activity sheets, answer sheets) referenced to specific teaching strategies in this module. Introductory material includes background on the development and field testing of the module, a rationale and job description for the occupational area, and directions for teacher use. (It is suggested that the module, Securing Employment in Home Economics Occupations, CE 016 775, be used in conjunction with or prior to the use of this module.) (JH)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED153384

OCCUPATIONAL HOME ECONOMICS EDUCATION SERIES

FABRICS AND TEXTILES MERCHANDISING

Competency Based Teaching Module

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

CE 016 776

CLOTHING AND TEXTILES OCCUPATIONS
OE Instructional Code 09.0202

Stock No. 017-080-01764-4

For sale by the Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402

DISCRIMINATION PROHIBITED - Title VI of the Civil Rights Act of 1964 states: "No person in the United States, shall, on the grounds of race, color, or national origin, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving federal financial assistance." Therefore, the Vocational Education program, like all other programs or activities receiving financial assistance from the Department of Health, Education, and Welfare, must be operated in compliance with this law.

The project presented or reported herein was performed pursuant to a contract from the United States Office of Education, Department of Health, Education, and Welfare. However, the opinions expressed herein do not necessarily reflect the position or policy of the United States Office of Education, and no official endorsement by the United States Office of Education should be inferred.

Developed pursuant to Contract #OEC-0-74-9140
by the American Home Economics Association
Washington, D. C.
Subcontractor: Purdue University
West Lafayette, Indiana
Funded by the United States Office of Education under
Part I, Curriculum Development in Vocational and Technical
Education, Vocational Education Amendments of 1968,
Public Law 90-576
1977

This document is part of the Occupational Home Economics Education Series. The competency-based series are in module format and each contains assessment instruments, concepts strategies, resources, and student reference sheets for each of the following occupational titles:

- CARE AND INDEPENDENT LIVING SERVICES FOR AGING
- CATERING SERVICES
- CLOTHING ALTERATIONS
- CONSUMER SERVICES
- FABRICS AND TEXTILES MERCHANDISING
- FAST FOOD SERVICES
- FURNISHINGS AND HOUSING MAINTENANCE SERVICES
- HOUSING MANAGEMENT SERVICES
- SECURING EMPLOYMENT
- WINDOW TREATMENT SERVICES

For sale by the Superintendent of Documents,
United States Government Printing Office,
Washington, D. C. 20402
Stock No. ______________________________

FOREWORD

The focal point of home economics occupations is jobs which relate to the home and family. Technical skills and abilities to manage multiple resources are then transferable to related occupations in business, industry, institutions and governmental agencies. This series of modules provides training to develop the competencies and skills for delivery of services needed by society.

Each module focuses on the development of learners for paid employment through a sequence of pre-assessment, objectives, competencies, suggested teaching strategies which utilize multi-sensory experiences, resources, and post-assessment. Each module addresses cognitive, affective and psychomotor learning pertinent to specific job performance.

The uniqueness of these teaching/learning materials is in the creativity in the resources utilized, learning strategies employed, and the emphasis on job skills. The competencies and skills learned in these modules may be used in home, business, industrial, institutional, and agency settings. Each module is developed in a lattice context; the worker can move horizontally to other jobs requiring comparable skills, or vertically within the same job area by acquiring additional competencies. Each module emphasizes decision-making in order to facilitate either horizontal or vertical job progression.

It is hoped that these Occupational Home Economics Education Series modules will substantially contribute to the development of workers for paid employment and will enhance the multiple roles of all workers — family, job, citizen.

Kinsey B. Green
Project Director
American Home Economics Association

ACKNOWLEDGMENTS

These competency-based teaching modules have been developed through the cooperative efforts of many people. We wish to express our appreciation to those individuals involved with this project.

We are especially grateful to Miss Bertha King, United States Office of Education monitor for the project, for her guidance and support. We also wish to thank Mr. William Berndt of the United States Office of Education for his assistance.

We acknowledge with thanks the contributions made by Dr. Elizabeth Simpson and Dr. Doris Hanson during the conception stages of this project. Their continued interest and support throughout the project is appreciated.

The cooperation and support of all the State Supervisors who assisted in obtaining curriculum materials and in the selection of field test sites is greatly appreciated. We are especially grateful to the 75 teachers and their learners who participated in the field test.

We also wish to thank the membership of the American Home Economics Association for their support and many contributions.

The following is a list of the consultant team leaders who developed the modules. We acknowledge their indispensable contributions with thanks.

Child Development, Family Relations, and Homemaker/Home-Health Occupations

Virginia Polytechnic & State University
Victoria Fu, Team Leader (Phase I)
Louise Bates   Howard Protinski

Texas Woman's University
Vera Taylor, Team Leader (Phase II)
Candy Blair   Gwen Morrison
Nan Davis   Dolly Thiem
Ralph Leach   Carol Wheeler-Liston

Clothing and Textiles Occupations

Iowa State University
Irene Beavers, Team Leader
Barbara Baker   Ruth Martin
Kathleen Beery   Sylvia Wallace

Foods and Nutrition Occupations

East Carolina University
Vila M. Rosenfeld, Team Leader
Laveitta Brinson   Lilla Holsey
Peggy Elliott   Tula Satterfield
Kerry Jones Smith

Equipment, Family Housing, and Home Furnishings Occupations

Southern Illinois University
Rose Mary Carter, Team Leader
Ernest Bryant
Margie Doolen
Janice LaBude
Connie Moore
Debbie Purcell
Debbie Snider
Janice Moon

Pre-employability Orientation to Home Economics

North Dakota State University
Patricia Murphy, Team Leader
Francine Hultgren
Carol Johnson
Cecile Olson
Jane Plihal
Iva Thielges

Home Management and Family Economics Occupations

University of California at Davis
Janice Hamrin, Team Leader (Phase I)
Barbara Adams
Joyce McAvoy

California State University, Fresno
Gwen Cooke, Team Leader (Phase II)
Ann Bauer
Jan Movey

Principal Investigator

Purdue University
Phyllis Lowe, Principal Investigator
Marilyn Ambrose
Leslie Arner
Deborah Belter
Helen Cavanaugh
Susan McCarty

The following people comprised our Advisory Committee. We are grateful to each of them for their generous giving of time, support, and counsel.

Lewis M. Abernathy
Director
Manpower and Industrial Relations Institute
North Texas State University

Grace Chapin
Assistant Director
Homemaker Home-Health Aide Service of National Capital Area

Amanda Cummings
Assistant State Supervisor Home Economics Education
Georgia State Department of Education

Richard J. Gaven
Director of Education
National Restaurant Association

Elizabeth Koontz
Department of Human Resources
North Carolina State Department

Richard Landmark
Executive Vice President
Council of Hotel, Restaurant and Institutional Education

Carmen R. Maymi
Director, Women's Bureau
U.S. Department of Labor

Elizabeth Nelson
Homemaker Field Counselor
Homemaker Home-Health Aide Service of Capital Area

Gen Olson
Director
Secondary Vocational Education
Anoka, Minnesota

Minerva Ritchie
Brownsville I.S.D.
Brownsville, Texas

Irene B. Rose
Child Care/Development Project Co-Director
Atlanta Area Technical School

Thompson W. Simpson
President (deceased)
Asheville-Buncombe Technical Institute

Isabel Streidl
Retired, Women's Bureau
U.S. Department of Labor

The assistance of personnel working with each team is deeply appreciated.

7

We are especially grateful to the teachers who gave generously of their time to participate in the field testing of the materials. Without the participation of these teachers and their learners, the field testing could not have been meaningful.

Mrs. Effie Crawford
Clarke Community School
P. O. Box 162
Osceola, IA 50213

Mrs. Phyllis Schwebke
Madison Area Technical College
211 N. Carrol St.
Madison, WI 53705

Mrs. Maxine Stelovich
West High School
820 South Osage
Wichita, KS 67213

Mrs. Dorothy O. Survant
Cleveland High School
4352 Louisiana
St. Louis, MO 63117

Mrs. Clester Woods
Wichita High School East
2301 East Douglas
Wichita, KS 67211

We appreciate the assistance of the Home Economics Education staff at Iowa State University, Ames, Iowa. Dr. Alyce Fanslow and Dr. Jerelyn Schultz were instrumental in the development of content reliability on the pre and post assessment instruments.

We are grateful to the home economics department at Des Moines Community College, Ankeny, for testing the pre and post assessment instruments. Their testing provided the reliability data.

Gratitude is expressed to the Textiles and Clothing staff at Iowa State University for their cooperation. Special consultation was provided by Dr. Charles Kim, Dr. Carolyn Kundel, and Mrs. Anna Langford; extension specialist Dr. Jacquelyn Yep also assisted. In addition, appreciation is expressed to Mrs. Phyllis Schwebke, Madison, Wisconsin for her cooperation and help in visiting the home economics department at Madison Area Technical College.

The major developer for this module is Ruth Martin, graduate student in the College of Home Economics Education at Iowa State University, Ames, Iowa.

TABLE OF CONTENTS

Page

FOREWARD iii

ACKNOWLEDGEMENTS iv

INTRODUCTION 1

Background. 1

Overview of Home Economics Education Occupations. 2
Areas needing development. 2
Ladders and lattices. 3
Occupational clustering concept. 4
Interrelationships and intersections of ladders. 5

Evaluation of Materials. 8
Field test design. 9
Summary of technical report. 10

RATIONALE. 15

JOB DESCRIPTION. 16

FABRIC AND TEXTILES MERCHANDISING LADDER 17

DIRECTIONS TO THE TEACHER. 18

Definitions of Module Components. 18

How to Use. 18

Assessment. 19

LIST OF COMPETENCIES 20

ASSESSMENT INSTRUMENTS 21

Directions for Pre/Post Assessment Instrument 21

Key for Pre Assessment Instrument 22

Pre Assessment Instrument 23

Key for Post Assessment Instrument. 43

Post Assessment Instrument. 45

Directions and Criteria for Scoring of Performance Instrument . . 65

Performance Instrument 73

COMPETENCIES, OBJECTIVES, SUGGESTED STRATEGIES, REFERENCES AND RESOURCES 81

REFERENCES. 213

Books 213

Periodicals 217

Pamphlets 218

Curriculum Materials. 219

RESOURCES 220

Films 220

Filmstrips. 221

Kits. 222

Slides. 222

Charts. 223

Transparencies. 223

Learning Packages 224

Other Resources 224

APPENDIX A: LEARNER INFORMATION SHEETS

Visual aid observation guide. A-1
Interview learner sheet I A-2
Learner observation sheet A-3
Check sheet for fabric and textiles merchandising tasks A-4
Textile and clothing jobs A-5
Textiles and clothing occupational ladder A-6
Textiles and clothing field trip. A-7
Display rating sheet. A-8
Evaluating displays - Design elements A-10
Evaluating displays - Design principles A-11
Fabric store display interview. A-12
Purpose of display. A-13
Effects of lighting A-14
Learner interview sheet II. A-15
Fiber characteristics sheet A-16
Microscopic fiber identification. A-17
Fiber reaction tests. A-19
Fabric notebook A-20
Fiber classification chart. A-21
End uses of fibers. A-22
Care of fabric. A-23
Trade names for synthetic fibers. A-24
Label evaluation sheet. A-25
Fabric classification chart A-26
Knit questions. A-27

Shrinkage evaluation . . . A-28
Matching finishes . . . A-29
Fabric wrinkle resistance evaluation . . . A-31
Flammability of wearing apparel . . . A-32
Flammability survey sheet . . . A-38
Burning characteristics of textile fibers . . . A-39
Principal classes of synthetic dyes . . . A-41
Dyeing notes . . . A-42
Dyeing and finishing trip . . . A-43
Dye evaluation sheet . . . A-44
Colorfastness evaluation . . . A-45
Printing notes . . . A-46
Printing methods . . . A-47
Printed fabric evaluation . . . A-48
Female figure types . . . A-49
Pattern categories . . . A-51
Thread performance . . . A-56
Fabric and thread chart . . . A-57
Buttons and fastenings evaluation . . . A-58
Interfacing and lining fabrics . . . A-59
Measuring windows accurately . . . A-60
Procedures in measuring a window . . . A-61
Fabric estimation problem #1 . . . A-62
Fabric estimation problem #2 . . . A-63
Fabric merchandising stores . . . A-64
Textile mill facts . . . A-65
Fabric sources study guide . . . A-66
Advertising interview . . . A-68
Sewing machine report . . . A-69
Salesperson evaluation . . . A-70
Business transaction . . . A-71
Closing the sale . . . A-72
Customer-salesperson situations . . . A-73
Questions for fabric and textiles merchandising salespersons . . . A-74
Family room project . . . A-78
Wedding project . . . A-80
Evaluation of the fabric and textiles merchandising course . . . A-88
Evaluation of linings and interfacings in commercial garments . . . A-89
Special sales work sheet . . . A-90
Block printing supply list . . . A-92
Tie-dyeing supply list . . . A-93
Batik supply list . . . A-94

APPENDIX B: TEACHER INFORMATION SHEETS

Chemical solubility . . . B-1
Matching finishes key . . . B-3
Pattern categories . . . B-4
Employee/learner evaluation sheet . . . B-7
Answer sheet for problem 1 . . . B-10
Answer sheet for problem 2 . . . B-11

Directions for block printing. B-12
Directions for tie-dyeing. B-13
String tie-dyeing. B-14
Materials needed B-15
Directions for batik B-17

This module is to be used with the module, Securing Employment In Home Economics Occupations.

INTRODUCTION

Background

An urgent need exists for trained workers in the human services industry at all levels. Failure to recognize that definite skills are needed whether home-related tasks are performed inside or outside the home has relegated many of these services to dead-end jobs. Consequently, jobs of this nature are not sought but rather are accepted only by those lacking the education or training for more prestigious positions.

Society ends up the loser from this state of affairs because persons enjoying a high standard of living are unable to procure satisfactory home-related services, and persons with no alternative but to accept low-paying service jobs find few satisfaction in the work. These persons often though employed full-time, are unable to support themselves sufficiently to avoid welfare status.

The American Home Economics Association, recognizing both the needs of the individuals employed in home-related service jobs and those of society, sought funds to develop a system for training and providing upward mobility opportunities for workers in the human service occupations.

In June of 1974 the United States Office of Education, Bureau of Occupational and Adult Education, awarded the American Home Economics Association a 30-month contract to develop and field test non-graded, competency-based teaching modules in the areas of occupational home economics. Prior to this juncture in time, occupational curriculum development in home economics had primarily consisted of scattered and individualized efforts.

The contract for the project divided the work into two phases. Phase I of the project involved a state-of-the-art study which was the development of a computer-generated annotated bibliography of curricula currently available in occupational home economics. A study was also completed concerning the bases used for making curriculum decisions by home economics teachers, state and local supervisors, home economics teacher educators, and state directors of vocational education. Phase II involved the development, field testing, and revision of non-graded, competency-based teaching modules to meet the identified curricular needs which in turn help meet societal need.

Overview of Home Economics Occupations

Ten modules were developed by this project. They build upon an earlier AHEA project in which home economics career ladders and lattices were identified and developed, findings from Phase I of the project which identified areas of curricular need, and the bases for making curriculum decisions. The modules further encompass a clustering concept to enable the learner to be prepared with a group of skills that are common to several jobs rather than preparation for a single job.

Areas Needing Development

From an examination and analysis of the annotated bibliography developed during Phase I, areas of curricula needing development in the various occupational areas were identified for competency-based teaching module development. The titles were chosen in relation to newly emerging occupations as well as those described in home economics career ladders and lattices. The modules developed by this project are:

Care and Independent Living Services for the Aging

Fabric and Textiles Merchandising

Clothing Alterations

Fast Food Services

Catering Services

Furnishings and Housing Maintenance Services

Window Treatment Services

Housing Management Services

Consumer Services

Securing Employment in Home Economics Occupations

Ladders and Lattices

Upgrading human services at all levels continues to be an objective of the American Home Economics Association. This concept was given impetus through a contract with the United States Department of Labor during which Career Ladders and Lattices in Home Economics Related Areas: Possibilities for Upgrading Household Employment was developed. Approximately 27 career ladders in home economics occupations are identified in this publication. The ladders are based on knowledge and skill in one or more areas of home economics and points on the ladders where intersections (lattices) to other ladders occur are delineated.

Career ladders identified in clothing and textiles are merchandising, dry cleaning, clothing alteration, clothing design and construction, and theatrical costuming. Ladders in the family relations and child development area include those jobs in child care centers, day schools for handicapped children, recreation centers, institutions, and private education. Opportunities identified on the foods and nutrition ladder are dietetics, extension, school food service, airline foods, and restaurants. The home management and family economics ladders are in public housing, homemaker services, and private households. Household equipment, appliance repair, and interior design/decorating are the titles of ladders in housing, furnishings, and equipment.

The modules were developed around and beyond these ladders already in existence. Each module developer analyzed the job inventory and expanded the ladder to include emerging occupations as well as latticing with other areas. This career ladder base helps to insure that learners are prepared for jobs that do exist and are available to them. The ladder concept further provides for both horizontal and vertical mobility in the career field. This is then expanded by cluster training which provides opportunities for mobility (latticing) to other career ladders.

Each of the modules (except for Securing Employment in Home Economics Occupations) can be found on a career ladder in the human services occupations. The complete ladder for each particular module can be found in the respective modules with an accompanying explanation of its lattice relationships with other areas.

Occupational Clustering Concept

One of the guiding principles of the project and one fundamental to the use of the modules is that of clustering. Clustering is based upon the concept of preparing learners for several related jobs through the teaching of common skills. Since most people change jobs several times throughout their lifespans, clustering offers a definite advantage to both employer and the employee. Workers are able to switch from job to job with a minimal amount of retraining.

Another advantage of the clustering approach is that it affords learners a chance to mature before making their occupational choices. Through clustering they are prepared to work on several jobs in a given area of work.

Clustering differs from traditional vocational education in that learning experiences are provided the learner which encompass a group of competencies for entering several related occupations. Traditional vocational education programs train the learner for a specific job with very specific skills.

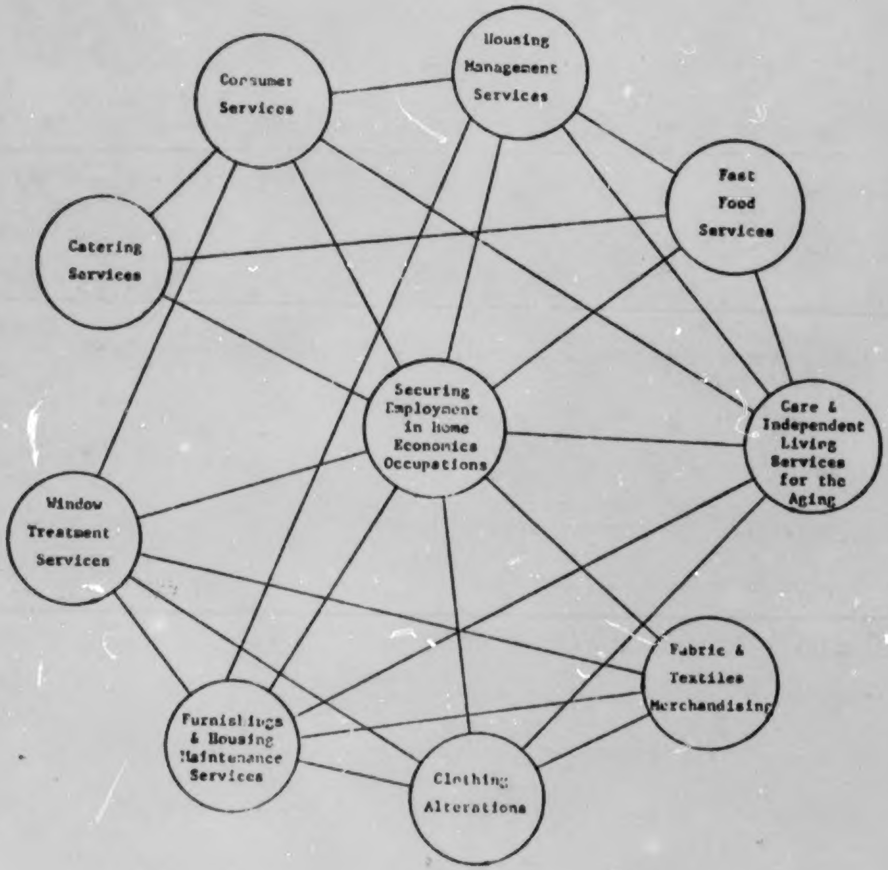
According to Weagraff (1974) there are generally three methods for developing clusters. They are sociological/psychological, descriptive approaches, and task analysis approaches. The sociological/psychological approach utilizes the aspects of occupational choice and worker functions as its foundation. Proponents of this approach have used two and three-dimensional matrices of occupational families arranged in order of status and occupational areas. Descriptive approaches describe jobs and group them together on the basis of broad generalities.

Task analysis approaches use job analysis techniques in which occupational groupings are based upon similarities in various jobs. Functional skills and knowledge are identified. Those techniques, skills, and knowledge that are common to several jobs are then grouped together. The module developers used task inventories as the bases for the modules' competencies. The job analyses were obtained from a variety of sources. In the case of emerging occupations, where no task analysis or inventory had as yet been done, the module developers generated this on their own. This involved interviewing both employees and their respective employers. They were each asked to delineate the tasks involved for the job. Collectively, these data were used to compile the task inventory. The clustering concept can be minimally extended to the modules as an entire group since the modules each have some competencies and skills appropriate to other modules.

Interrelationships and Intersections of Ladders

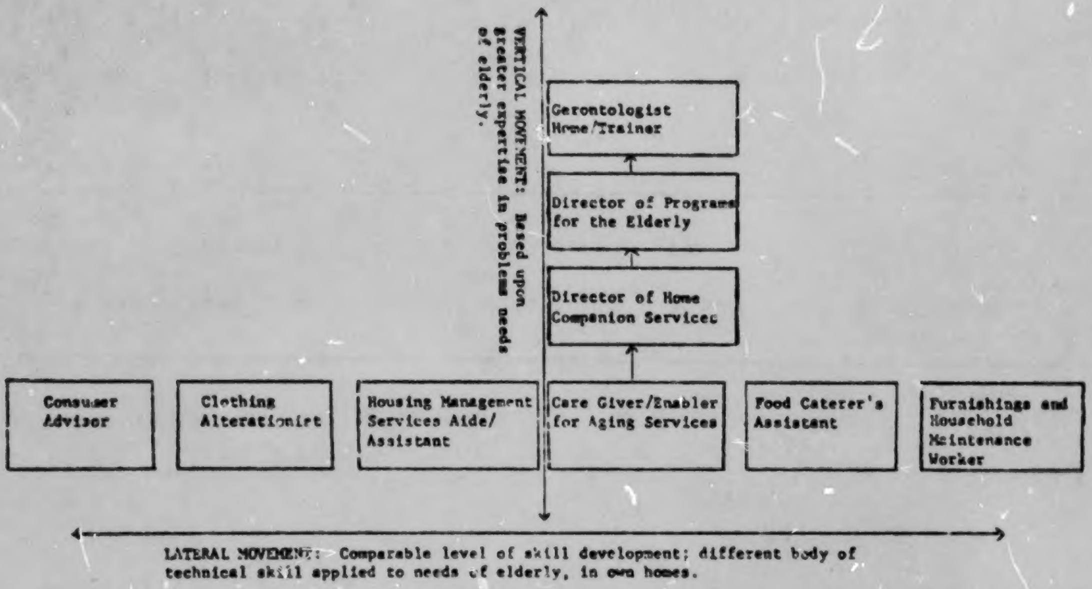
The individual ladder for each of the occupational areas in the respective modules shows the primary lattice relationships to other modules. The following diagram is a representation of most of the possible intersections among the ladders of the various modules. Because of the competencies required for respective modules, some have greater job mobility than others.

Diagram 1. Interrelationships of the Module's Ladders


Housing Management Services
Consumer Services
Fast Food Services
Catering Services
Securing Employment in Home Economics Occupations
Care & Independent Living Services for the Aging
Window Treatment Services
Fabric & Textiles Merchandising
Furnishings & Housing Maintenance Services
Clothing Alterations

The following excerpt demonstrates vertical mobility within a job cluster and lateral mobility among clusters. Common dimensions relate to provision of services for individuals in their own homes and focus on a specific population, the elderly. Vertical mobility varies with degree of expertise; lateral movement varies with the application of a different body of technical skill to the needs of the elderly. Knowledge of the unique needs of the elderly, application of a body of technical expertise and the ability to identify and use community resources are common threads pervasive throughout the lattice shown.

Diagram 2. Vertical and Lateral Mobility for Modules


VERTICAL MOVEMENT: Based upon greater expertise in problems needs of elderly.
Gerontologist Home/Trainer
Director of Programs for the Elderly
Director of Home Companion Services
Consumer Advisor
Clothing Alterationist
Housing Management Services Aide/Assistant
Care Giver/Enabler for Aging Services
Food Caterer's Assistant
Furnishings and Household Maintenance Worker
LATERAL MOVEMENT: Comparable level of skill development; different body of technical skill applied to needs of elderly, in own homes.

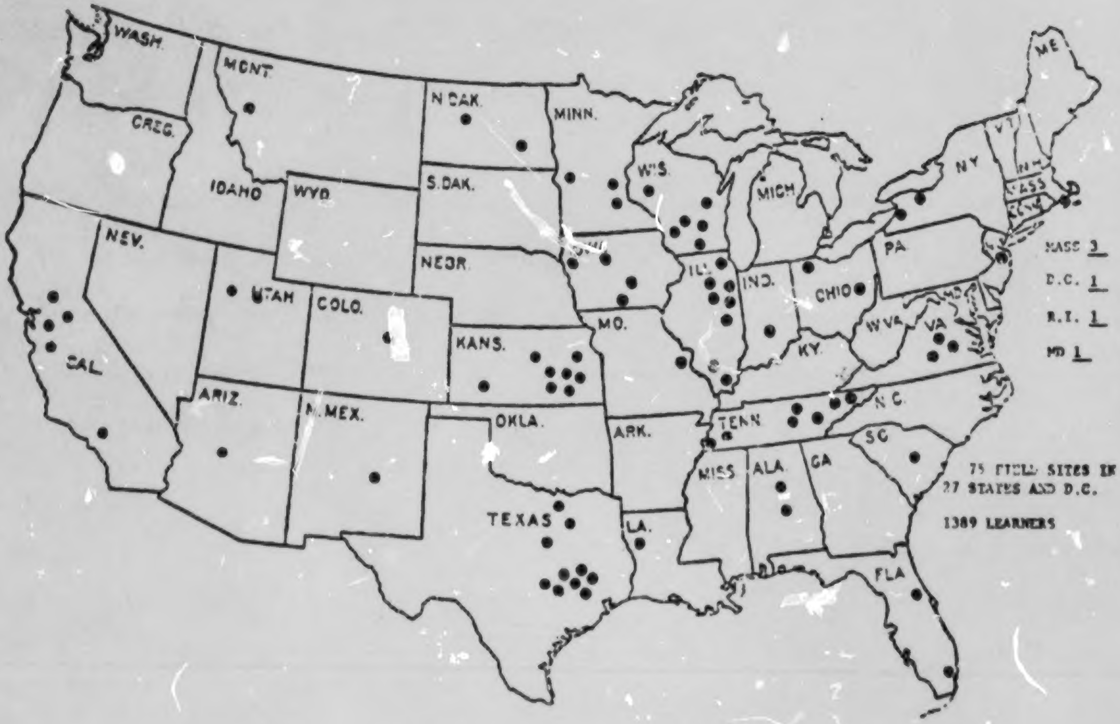
Securing Employment in Home Economics Occupations has no occupational ladder. Rather, this module focuses on those knowledges, skills, attitudes, and behaviors which are essential to obtain and maintain employment. It should be used in conjunction with or prior to each of the other modules to adequately train a learner.

Evaluation of Materials

All modules developed by this project were field tested in 1976. Persons were invited to express their interest in field test participation through a variety of avenues. An open invitation was extended at the AHEA annual meeting in June of 1975 and followed with a notice in the August 1975 issue of AHEA Action. Letters were mailed to state and local vocational home economics supervisors in the 50 states and U. S. territories. Module developers also made personal contacts with professionals around the country to promote applications for field test participation. A total of 207 responses were received from which the 88 field test sites were selected, representing 1760 learners.

Field test teachers representing 29 states and the District of Columbia were selected by the module developers in terms of criteria established cooperatively with contract personnel. The criteria included teacher qualifications and experience, recommendation by state supervisors, acceptable minimum number of learners, type of educational setting, age level of learners, and geographic location. All modules were field tested in sites with learners in at least two of three identified learner levels (secondary, post-secondary, adult) and in both school and non-school settings. Resulting class drop outs, reduced the field test sites to 75 with 1389 learners represented as indicated on the map which follows (Diagram 3).

Diagram 3. Distribution of Field Test Sites


WASH.
MONT.
N DAK.
MINN.
ME
OREG.
IDAHO
WYO.
S.DAK.
WIS.
MICH.
NY
VT
NH
MASS
CONN
NEV.
NEBR.
IA
ILL.
IND.
OHIO
PA
UTAH
COLO.
KANS.
MO.
KY.
W.VA.
VA
MD
CAL.
ARIZ.
N.MEX.
OKLA.
ARK.
TENN
N.C.
SC
MISS
ALA.
GA
TEXAS
LA.
FLA.
MASS 3
D.C. 1
R.I. 1
MD 1
75 FIELD SITES IN
27 STATES AND D.C.
1389 LEARNERS

Field Test Design

The study included two components: 1) a descriptive assessment of the effectiveness and usability of the modules by the 75 field test teachers, and 2) an assessment of performance on competencies of 75 groups of learners who studied the modules as treatment. The module assessment instrument used for the first component of this study was developed solely for field test and research purposes. Whereas, the pre/post assessment instruments used in the second component of the study are included as integral parts of each module.

The data collected from the module assessment by field test teachers were used to revise the modules prior to publication. This instrument was tested for content validity by presentation to the six module developers and to a jury of five professionals recognized in the field of curriculum development and measurement. The jury classified each item according to the criterion measured (effectiveness or usability) and the component addressed (competencies, objectives, suggested strategies, references and resources, assessment instruments, learner information sheets, or overall evaluation). The minimum acceptance level for an item on this instrument was established at .70.

The pre/post assessment component consisted of an analysis of change in learner performance on the competencies in the modules. The pre/post assessments were submitted to juries to establish the quality of the instruments. The following are the quality standards and the minimum acceptance levels which were established: content and/or temporal reliability, .85; objectivity, 100% agreement by the jury; content and construct validity, more than 50% agreement by the jury.

Summary of Technical Report

A detailed technical report of the data analysis and discussion of the findings is on file with the American Home Economics Association and the Office of Education. However, the general research design and conclusions drawn are presented here to indicate to the user, the quality of the modules which comprise this project.

A total of six hypotheses were tested using data collected from 75 field test teachers and 1389 learners. Data from the pre/post cognitive test provided the basis for testing the first two hypotheses, namely:

1. Learners will increase in level of competency from pre to post assessment based on competencies incorporated in specific occupational modules.

2. Level of learner competency as measured by pre and post assessment will not vary with differences in educational setting and learners' educational level.

Using the data from the teacher opinion assessment, the remaining hypotheses were tested, namely:

3. The majority of teachers will judge the components and overall assessment of the curriculum module to be usable.

4. The majority of teachers will judge the components and overall assessment of the curriculum module to be effective.

5. There is no difference in teacher judgment as to the usability of the modules when the teachers have a

   a) varied educational background

   b) different number of years teaching experience in vocational home economics

   c) different number of years work experience in home economics related jobs other than teaching.

6. There is no difference in teacher judgment as to the effectiveness of the module when teachers have a

   a) varied educational background

   b) different number of years teaching experience in vocational home economics

   c) different number of years work experience in home economics related jobs other than teaching.

In order to test the hypotheses, various statistical treatments were administered. Although 1389 learners in 75 field test sites provided data on the the modules, due to the late spring field tests, not all of the data could be used. In general a few sites provided only pre test data or vice versa; early employment and pupil drop-out accounted for incomplete test data for some learners. Data were restricted to those learners who had completed both the pre and post assessments for hypothesis one, that there was a gain in learners' achievement. Mean gain scores were determined from differences between the pre test mean score and post test mean score for each module. A correlated sample t test was run for eleven modules(Catering Services levels I and II were analyzed separately). Hypothesis two was first submitted to an analysis of covariance for the six modules which had field test data in different levels and settings. In order to determine whether or not different educational levels and in-school or out-of-school educational settings made a difference in the quality of the modules, it was essential to be sure that the learners in these different levels and settings were starting at the same point. Therefore, an analysis of covariance test was applied to the data to determine the homogeneity of the learners. In testing hypotheses three, four, five, and six that teachers regardless of background, would judge the modules to be usable and effective, an item by item inspection of the data was overwhelmingly clear without further statistical treatment.

Results of the data collected and statistically analyzed from the learners pre/post cognitive test, indicated that all of the curriculum modules revealed a gain in learner achievement. The modules were indeed effective in increasing the learners' competencies identified within each module. Since it was established that the groups were homogeneous, these results demonstrated that the modules were equally effective with different settings and learner levels. Consequently, the modules were found to be appropriate and effective for teachers in school and non-school settings and for secondary, post secondary, and adult learners.

Data collected from teacher opinions of the modules relative to hypotheses three, four, five, and six, showed a clear majority of teachers who rated the modules as usable and effective. An item by item inspection of the data from the teacher assessment indicated that the components (competencies, objectives, suggested strategies, references/resources, evaluation instruments, learner information sheets, and overall assessment of the modules) were given similar ratings. There was almost unanimous agreement among the teachers that each item on the assessment form, representing all of the components set forth above, was excellent, good, or at least average. Since these teachers came from different geographical areas and varied backgrounds such as Bachelors', Masters' or other degrees; teachers with several months or 15-20 years teaching and work experience, and since all of them judged the modules similarly as helpful tools facilitating learning, the modules are deemed to be generalizable for innumerable situations.

Field test teachers were encouraged to add constructive comments related to their particular modules. In addition, teachers kept a daily curriculum log identifying objectives, strategies and references and/or resources used with reasons for including or omitting them. Some comments were:

"well thought out curriculum..."

"something for each student..."

"wished we could have studied this longer..."

"the real beauty is the adaptability..."

"am impressed with it..."

"learned a number of things we would not have been exposed to had we not done the module..."

"certainly gives plenty of references..."

"games and worksheets were both enjoyable and stimulating..."

"participating in field testing has to be our success story, fun, and challenge for 1976..."

"strategies are varied and realistic..."

"have never seen all of these topics brought together into one resource..."

"can see the possibilities of developing a course based on these modules and ideas..."

"allows for creative input..."

"easy to use..."

"relevant..."

"complete..."

"serves purpose well..."

"reinforcement without repetition."

In summary, field testing results indicated that the learners did indeed achieve in competency after completing the modules, whether they were secondary or post secondary students or adults in a non traditional setting. Throughout the country, the modules were found to be useful and effective for a wide range of learners and a variety of settings. Teachers judged the modules to be effective and usable regardless of their educational background, or teaching or work experience. Here then are ten quality products that have been planned, developed, and field tested to answer a relevant need of teachers and learners in the home service occupations areas.

References

American Home Economics Association. Career ladders and lattices in home economics related areas: Possibilities for upgrading household employment. Washington, D. C.: Author, 1971.

U.S. Department of Labor, Bureau of Labor Statistics. Occupational outlook handbook, 1974-75(Bulletin #1785). Washington, D. C.: Author, 1974.

Weagraff, P.J. The cluster concept: Development of curricular materials for the public service occupations cluster. Unpublished paper, California State Department of Education, 1974.

RATIONALE

Today more Americans are employed in sales and sales service than in any other occupation (Hopke, 1975). In the fashion industry, expanding occupational opportunities for educationally prepared personnel are available due to the increasing interest in fashion and technological development (U.S. Department of Health, Education and Welfare, 1973). The need for salesworkers in the future is expected to increase due to market expansion and high replacement needs (Occupational Outlook Quarterly, 1976).

As a result of advanced technology and the need for consumer information, more job opportunities are becoming available in textile merchandising. An important facet of the textile industry is fabric sales; with advanced technology the production of new fibers and fabrics has increased. It is not an easy task to remain informed about the variety of fibers and fabrics that are available. It is becoming increasingly difficult for salespeople to answer consumers' questions about performance and care of the many new items. It is essential that retail personnel be able to give meaningful textile information to consumers (Dickerson, 1966).

The textile products and apparel industry together employ 3.5 million workers which is more than any other type of manufacturing industry in the United States (Pizzuto, 1974). A wide variety of job opportunities related to the apparel industry include fashion, journalism, art and production. Some of the job opportunities in the textile industry include textile research and production, and merchandising. A wide variety of interests and skills are needed in these industries. The American Textile Manufacturers Institute stated that there will be decreasing opportunities for low-skilled workers but increasing opportunities for well-trained personnel (University of Northern Iowa, 1974).

Lamb (1970) developed and administered a questionnaire to fabric salespeople in fabric departments and independent stores in Knoxville, Tennessee. On the basis of data collected from the checklist, an instructional program on textiles was developed for fabric salespeople. Implications of Lamb's study were: 1) there are identifiable knowledges related to textiles that fabric salespeople recognize as being necessary for effective job performance; 2) that instructional programs planned especially for fabric salespeople can provide information which contributes to their job performance and equips them to furnish better consumer information, and 3) that fabric salespeople are receptive to and desire instructional programs as part of their job training. More training may be necessary to advance in some of these positions, but the basic textile knowledge including major end uses and care would provide a good basic foundation.

In a publication from the California State Department of Employment it is stated that personnel with specialized training in fabric, pattern and notion merchandising could find positions at any time (Warren, 1969).

A person trained as a fabric and textiles merchandising salesperson would be able to help consumers make selections in fabric, patterns and notions. Having a skill or a good basic education enhances the opportunity to have interesting work, good wages, and steady employment (Beinstock, 1975). Most managers, buyers, and store coordinators in the merchandising division of textiles began their careers as a fashion and textiles salesperson.

This fabric and textiles merchandising module was developed on the basis of identification of tasks for fabric specialists (University of Northern Iowa, 1974) followed by a study (Baker, 1975) to determine the competencies needed by fabric salespersons.

The potential for advancement in this occupation is presented in the ladder and lattice model on page 17.

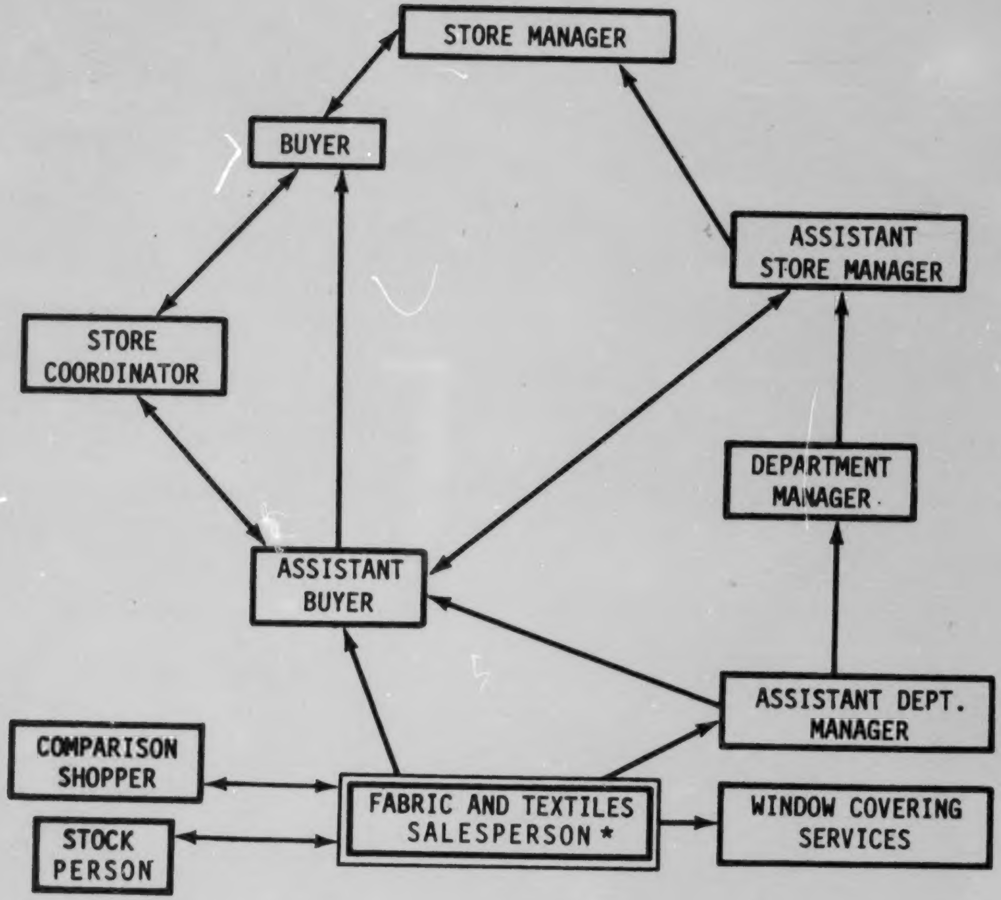
JOB DESCRIPTION

The fabric and textiles merchandising salesperson is trained to assist the customer in selecting fabrics and related items. Assistance to the customer may include determining the quality, care, and end uses of fabric. The fabric salesperson serves the public by supplying information concerning fabric content, amount of fabric needed, fabric construction, and pattern and notion selection in a retail store. The fabric salesperson is informed about the care of the fabric, appropriate color selection, type of fabric appropriate for pattern design and fabric label interpretation. In addition, work activities include displaying fabrics and creating store displays. The worker is competent in selling methods, measuring fabric, cutting, packaging and closing a sale.

The job tasks involved in this module are to: select appropriate notions according to fabric and fiber content, aid customer in selection of fabric and fiber content for end use, give customer information about care procedures for fabrics, aid customer in selection of interfacings and linings for each fabric content, aid customer in selecting a fabric suitable for a particular pattern, aid customer in selecting a pattern appropriate for a particular fabric or figure type.

The job cluster concept is utilized in this module as depicted in the fabric and textiles merchandising ladder. The entry level for fabric and textiles merchandising ladder is the salesperson step of the career ladder. With work experience, training programs and/or formal education, there are opportunities to advance vertically and horizontally on the career ladder. For example, a fabric and textiles merchandising salesperson may advance by becoming an assistant department manager or by moving to an assistant buyer position. Other advancements can lead to store coordinator, department manager, assistant store manager, buyer and store manager. In addition, flexibility of the fabric salesperson allows one to move across jobs within the limits of this cluster; thus, a fabric salesperson could be employed in the window covering services occupational area.

FABRIC AND TEXTILES MERCHANDISING LADDER


STORE MANAGER
BUYER
ASSISTANT STORE MANAGER
STORE COORDINATOR
DEPARTMENT MANAGER
ASSISTANT BUYER
ASSISTANT DEPT. MANAGER
COMPARISON SHOPPER
FABRIC AND TEXTILES SALESPERSON *
STOCK PERSON
WINDOW COVERING SERVICES

* Focus of this module

Adapted from:

American Home Economics Association. Career ladders and lattices in home economics related areas: Possibilities for upgrading employment. Washington, D. C. : Author, 1971.

U.S. Government Printing office. Dictionary of occupational titles Volume I: Definitions of titles (3rd ed.) Washington, D.C.: Author, 1965.

DIRECTIONS TO TEACHERS

Definition for Module Components

A competency statement is broad in scope and includes the skills, knowledge, and attitudes essential to perform a job or task.

An objective is a statement of the desired outcomes the learner will demonstrate (behaviorally stated) as a result of his exposure to a program of instruction.

Strategy statements include the learning situations (experiences) provided by the teacher to expose the learner to the content to be learned and to allow the learner to demonstrate his progress toward the attainment of the object. Enough options of strategies are stated to enhance the chances of the slowest learner to attain the objective for which it is designed. Insofar as possible for a given objective, strategies are included that provide situations for learning to take place through each of the senses. (e.g. - verbalize, "hands on" or do, read or write, etc.)

How to use

This module provides for flexibility in teaching; it can be adapted for use with specific groups. Learners in grades 9-14, adults and other groups may be included in the class settings. Individualized instruction and independent learning needs may be met by adapting the module.

This module is being published as part of the Occupational Home Economics Education Series which are identified in the Introductory pages. Thus, any cross references may be found in the Introductory section.

The competency-based fabric and textiles merchandising module is divided into sections. Within each section, specific competencies are broad in scope and include the skills, knowledge and attitudes essential to perform a task.

Each competency is numbered and the objectives and suggested strategies which correspond are identified with corresponding decimal numbers. For example, the first competency in the module is numbered 1; the first objective is numered 1.1 and the first of the suggested strategies is numbered 1.1.1 to correlate with the competency.

Learning strategies for each objective are suggested; the instructor may use all of these learning experiences or select one or two, depending on the time available, needs of the learners, and other variables. Time length for the various sections of the module will vary with the local situation and the type of learners. On-the-job work experience, occupationally-oriented laboratory experience and individualized instruction are provided in various strategies.

It is recommended that each learner keep a fabric notebook; specific learning strategies in the module refer to the notebook. The notebook can be an important reference which can be used on the job.

Various strategies involve FHA/HERO chapter activities to enhance the learning experience; FHA/HERO activities could be valuable in a home economics occupational program.

References and resources are suggested for use with the strategies. Numbers preceding references identify the references and resources in the bibliography at the end of the module. There are a variety of references and resources listed so the instructor may use discretion in selecting from the listings. A complete list of references which the teacher may use for background instruction is identified.

Appendix A contains learner sheets which may be used with, or to supplement, the strategies. These are identified by strategy number; they are printed on white paper for ease of duplication. Appendix B contains teacher sheets which are identified by strategy number; these are answer sheets or other helpful aids such as transparency masters.

For learners with limited reading or writing ability cassettes, tapes, and other aids may be used for instruction by the teacher.

Field trips and guest speakers have been listed for suggested strategies; to keep the resources in sequence, the field trips and guest speakers have been listed with each suggested strategy. However, for efficiency, the instructor may wish to combine some of these.

The safety factor has been included because it is an important consideration in the module; references related to Occupational Safety and Health Administration (OSHA) are identified.

Sanitation measures should be practiced; discretion should be used in implementing sanitary conditions in the classroom and the laboratory.

It is highly recommended that an advisory committee be formed. Success of the fabric and textiles merchandising program can be enhanced by having quality and representative persons serve on the Advisory Committee. Representatives from school guidance and administrative personnel, potential employers and customers, indigenous workers, educators in vocational related fields (sales), business and industry and the news media can assist in providing advice for job development and program development. Identifying potential job positions and field experience, and interpreting the fabric and textiles merchandising competencies to the public are important responsibilities of the advisory committee. If the advisory committee is formed in the initial stages of the fabric and textiles merchandising program, it can become an integral part of the program's success.

Assessment

A pre/post assessment instrument and key are included in the module. The pre assessment administered prior to study can aid in determining the learner's level of knowledge. A learner-teacher conference should be held to choose the necessary strategies and resources for the needed competency. The post assessment (same instrument) can be used after instruction to measure progress toward the competency. A performance test is included with the assessment instruments.

LIST OF COMPETENCIES

Page

1 provide information regarding the occupation of fabric and textiles merchandising. 82

2 apply display fundamentals to the promotion of fabric, patterns and notions. 94

3 determine methods of displaying various fabric. 100

4 organize textile product knowledge to inform consumers about fiber and fabric characteristics in relation to the wearing properties, care procedures and end uses of the fibers. 106

5 analyze the characteristics of the different fabric construction methods. 150

6 determine dyeing, printing and finishing methods used in the textile industry. 156

7 assist consumers in selecting correct pattern size with becoming design lines for the particular figure. appropriate fabric and required yardage. 168

8 determine the appropriate notions for garment design and fabric content. 180

9 determine appropriate interfacings and linings for different fabrics. 188

10 apply the knowledge of fabric and textiles merchandising to a business setting. 194

ASSESSMENT INSTRUMENTS

Directions For Pre/Post Assessment Instrument

The pre/post assessment instruments contain identical items which are arranged in different order. The items are arranged in order of increasing difficulty. Separate keys are provided for the instruments. The corresponding objective for each item is also noted on the key. The pre/post instruments are printed on white paper to assist in reproduction. Separate answer sheets need to be provided for the learners.

There may be instances where a paper and pencil test will not be appropriate for the learners. Learners with limited reading or writing ability may need to have the instrument recorded on a cassette or tape. Visual aids such as transparencies or slides may be used for learners with visual problems.

Following the pretest, the teacher can select the strategies and references needed to bring the learners to the desired level of competence.

KEY FOR PRE ASSESSMENT INSTRUMENT

Item	Answer	Objective	Item	Answer	Objective	Item	Answer	Objective
1.	d	6.3	23.	a	8.3	45.	d	8.1
2.	a	4.12	24.	a	4.10	46.	d	4.9
3.	c	10.4	25.	d	3.5	47.	c	5.1
4.	c	5.2	26.	b	10.3	48.	a	4.10
5.	d	1.2	27.	d	3.1	49.	b	7.4
6.	d	8.4	28.	d	5.2	50.	b	4.8
7.	b	8.2	29.	d	10.1	51.	a	6.5
8.	c	6.4	30.	a	4.13	52.	b	4.10
9.	a	10.6	31.	b	8.5	53.	a	7.1
10.	c	4.2	32.	d	6.1	54.	a	3.4
11.	c	3.3	33.	a	1.1	55.	d	4.4
12.	a	10.3	34.	b	3.2	56.	b	6.6
13.	b	7.5	35.	a	4.10	57.	b	4.5
14.	a	9.1	36.	c	9.2	58.	d	4.10
15.	c	10.1	37.	a	5.1	59.	a	6.2
16.	a	3.3	38.	d	4.6	60.	d	10.2
17.	d	8.6	39.	b	7.3	61.	c	4.7
18.	d	7.5	40.	b	3.6	62.	c	7.2
19.	d	4.11	41.	c	5.3	63.	d	10.5
20.	d	8.6	42.	b	4.13	64.	a	2.2
21.	c	7.6	43.	d	5.4	65.	c	4.1 & 4.7
22.	c	10.6	44.	c	4.3	66.	b	2.1

FABRIC AND TEXTILES MERCHANDISING

PRE ASSESSMENT INSTRUMENT

DIRECTIONS: Select the one best answer.

1. A major advantage of permanent press fabric is
    a. repelling of oil based stains
    b. decreased fabric strength
    c. lack of moisture absorption
    d. resistance to wrinkles

2. When laundering most synthetic fabrics, one should use
    a. lukewarm water, detergent, fabric softener
    b. lukewarm water, detergent, chlorine bleach
    c. hot water, detergent, fabric softener
    d. hot water, detergent, chlorine bleach

3. A customer is looking for fabric for a little girl's sunsuit. You have suggested a sturdy cotton fabric. She says, "I don't know. This fabric costs 50¢ more per yard than some acetate and rayon fabric I saw in a store across the street." A good response to her objection would be
    a. "That store carries inferior merchandise. I wouldn't shop there."
    b. "If you can't afford this I could show you some cheaper fabric."
    c. "Since this garment will get hard wear and washing, the more expensive but sturdier cotton would probably pay for itself."
    d. "That's your decision to make. I can't help you."

4. The knit fabric which has the greatest stability is
    a. single knit
    b. raschel knit
    c. double knit
    d. tricot knit

5. A fabric salesperson needs skills in
    a. fitting garments and sewing specific sections of garments
    b. demonstrating and cleaning domestic sewing machines
    c. tailoring men's and women's garments in wool and wool-like blends
    d. assisting customers in selecting fabric and patterns

6. In purchasing buttons for a sewing project, you would find the suggested number and size listed on the pattern envelope under the heading

   a. miscellaneous
   b. buttons
   c. supplies
   d. notions

7. Given the following measurements: bust 34, waist 25, hip 36, back waist length 15¼, select the correct pattern size from the measurements found on the pattern envelope and mark the appropriate item

Pattern Envelope Information

a. Misses 14	b. Miss Petite 12	c. Junior 11	d. Junior Petite 11
36	34	33 1/2	34
27	26	24 1/2	26
38	36	35 1/2	35
16 1/2	15 1/4	15 3/4	15

8. Some children's pajama fabrics are required by law to have the following finish

   a. flame proof
   b. permanent sizing
   c. flame-retardant
   d. durable press

9. An example of suggestion selling is

   a. asking a fabric customer if she needs thread, buttons, seam binding or a zipper
   b. suggesting a certain fabric for a specific pattern
   c. giving advice on construction techniques
   d. asking a customer which fabric she would rather purchase

10. The characteristics of cotton fibers make it most suitable for

   a. women's tailored suits
   b. upholstery fabrics
   c. children's sunsuits
   d. formal wear

11. Which group of props would be most effective for displaying silk chiffon?

   a. muslin dress form, child's mannequin
   b. fashion mannequin, burlap-covered wall
   c. fashion mannequin, glass pedestal
   d. muslin dress form, orange crate

12. A strong point of newspaper advertisements is

a. the products can be illustrated
b. the home saturation is almost 100%
c. the message is repeated time after time
d. the product features can be demonstrated

13. When binding the edges of a terry cloth bib one should use

a. rayon seam binding
b. cotton bias tape
c. lace seam binding
d. rayon hem facing

14. The purpose of a lining in a garment is to

a. conceal construction details
b. conceal incorrect construction procedures
c. make the garment look costly
d. make the garment more bulky

15. Which of the following stores has the highest markup

a. chain store
b. department store
c. independent store
d. discount store

16. When displaying a piece of velvet fabric, the least effective method would be

a. stapling a flat piece to a wall section
b. draping a mannequin in a soft flowing style
c. pinning a softly gathered length of fabric as part of a wall display
d. draping a length of fabric over a pedestal

17. If you are using a broadcloth fabric and the pattern key indicates "WO" (without nap) you should

a. allow for extra yardage
b. place all pattern pieces in the same direction
c. plan for special cutting layouts
d. not plan for additional yardage

18. Duties of a fabric salesperson would include

a. designing a garment for a customer
b. altering a pattern for a customer
c. constructing a garment for a customer
d. suggesting flattering dress designs for a customer

19. A fiber which is used as a replacement for rubber in many foundation garments and bathing suits is

a. triacetate
b. nylon
c. vinyon
d. spandex

20. In determining the amount of fabric yardage required, one should use the "W" (with nap) pattern key for

a. broadcloth, suiting and chambray
b. gabardine, denim and serge
c. gingham, poplin and kettlecloth
d. velvet, velveteen and corduroy

21. The best fastener to use on a pair of little boys cotton pajamas would be

a. separating zipper
b. covered hooks and eyes
c. hammer-on snaps
d. covered buttons

22. For safety, new and experienced employees should know and practice

a. common business courtesy
b. time and motion efficiency
c. rules to prevent injury
d. employee responsibility

23. In selecting a pattern to give the impression of height and to create a slender appearance, one should choose a pattern with

a. a princess style with center front opening
b. different color of yoke and collar
c. a dark skirt and light blouse
d. a contrasting color horizontal band in the skirt

24. The generic name of a fiber is determined by its

a. chemical composition
b. crystallinity
c. manufacturer's name
d. physical properties

25. A recent display of washable woolens featured an enlarged care and laundry instruction tag as part of the background. The main purpose of this display would be to

a. build good will
b. attract new customers
c. create prestige
d. educate the consumer

26. A customer has expressed an interest in making a suit. A good sales presentation of the fabric would include

a. Tell customer which fabrics to use and point out where to find them
b. Ask about the suit, show suitable fabrics, have customer feel them, and tell about the fabrics
c. Ask customer what kind of suit she plans to make and suggest several suitable choices
d. Compliment customer on choice of pattern and ask her what fabric she wants to use

27. Most fabrics are lined up on tables or racks with the bolts of like fabric on the same table. This is an example of

a. step arrangement
b. pyramid arrangement
c. zigzag arrangement
d. repetition arrangement

28. The fabric's ability to tolerate considerable bending or creasing without breaking is

a. crease resistance
b. abrasion resistance
c. resiliency
d. flexibility

29. A familiar customer, Mrs. Jones, is looking at a fabric display. An example of a merchandise approach to selling is

a. "May I help you?"
b. "How are you today, Mrs. Jones?"
c. "Who's next?"
d. "This is our new fall line of washable woolens. Aren't the colors beautiful?"

30. According to the Textile Product Identification Act of 1960, a fabric must be identified on the label by the

a. fiber content
b. amount of shrinkage
c. special finishes
d. fiber construction

31. A good choice of fabric to use in constructing a tailored suit with bound buttonholes would be

a. rayon taffeta
b. wool broadcloth
c. cotton jersey
d. cotton chintz

32. Sanforization means that fabric will

a. not wrinkle
b. not fade
c. be stain resistant
d. not shrink

33. Business establishments which might employ fabric salespersons are

a. department stores, home furnishing stores
b. dry cleaning establishments, laundromats
c. specialty shops, shoe stores
d. ready-to-wear stores, children's clothing stores

34. Displaying patterns with appropriate fabrics is a good display technique because it

a. increases pattern sales
b. provides customers with ideas without taking the salesperson's time
c. is more interesting
d. helps fill space

35. A trade name for an acrylic fiber is

a. Orlon
b. Dynel
c. Lycra
d. Qiana

36. When selecting interfacing for a garment select

a. a heavier fabric than the garment
b. the same fabric weight as the garment
c. a lighter fabric than the garment
d. a much lighter fabric than the garment

37. The most durable fabric construction for children's and work clothing is the

a. twill weave
b. basket weave
c. plain weave
d. dobby weave

38. A silk blouse should be washed or cleaned frequently because silk

a. soils easily
b. shows soil more than other fabrics
c. absorbs odors
d. is damaged by perspiration

39. When sewing seams, the weight of the fabric determines the

a. needle size, fiber content of thread, size of thread
b. needle size, size of thread, tension
c. size of thread, fiber content of thread, color of thread
d. tension, fiber content of thread, color of thread

40. The type of display which would be used least often in a fabric store or department is the

a. open display
b. closed display
c. platform display
d. wall display

41. An advantage of laminated fabrics is

a. on-grain lamination
b. fabric layer permanence
c. lining is unnecessary
d. fabric bulkiness

42. According to a recent addition to the textile labeling law (1972), a fabric must be identified on the label by the

a. fiber construction
b. care instructions
c. fiber content
d. manufacturer's name

43. Nylon net is an example of a

a. woven fabric
b. knit fabric
c. bonded fabric
d. nonwoven fabric

44. Cotton and linen fibers have similar care requirements in regard to which of the following

a. use of chemical bleaches
b. ironing instructions
c. wash water temperature
d. starching requirements

45. When helping a customer choose between a Misses pattern or a Petite Misses pattern, the most important measurement is the

a. bust
b. waist
c. hip
d. back waist length

46. Rayon, acetate, and triacetate require careful washing because they

a. are thermoplastic fibers
b. wrinkle easily
c. are subject to fume fading
d. have low wet strength

47. An example of a twill weave is

a. broadcloth
b. oxford cloth
c. denim
d. muslin

48. The unbranded name of a fiber, with no implied endorsement by a fiber producer, is called its

a. generic name
b. manufacturer's name
c. natural name
d. trade name

49. When selecting a zipper for a reversible garment, one should choose

a. an invisible zipper
b. a separating zipper
c. a regular zipper
d. a special regular zipper

50. Atmospheric fading would most likely affect draperies made from

a. glass fibers
b. acetate fibers
c. cotton fibers
d. polyester fibers

51. Which of the following textile products would most likely be yarn-dyed

a. cotton plaid shirt
b. solid colored cotton sheet
c. acetate drapery
d. flax wall hanging

52. Many synthetic fibers can be heat-set and permanently pleated and are therefore

a. sanforized
b. thermoplastic
c. flameproof
d. multilobal

53. For basting and stitching fabrics containing animal fibers, one should select

a. silk thread
b. mercerized cotton thread
c. cotton thread
d. polyspun thread

54. For selecting the lighting for window display, one will usually use white lights. However, to give a softer effect, one may use a reflector with

a. blue bulb only
b. orange and white bulbs
c. blue and white bulbs
d. blue and orange bulbs

55. Of the following fibers, which has natural fire retardant characteristics?

a. acrylic
b. cotton
c. polyester
d. wool

56. Select the following design application which describes discharge printing

a. printing on a flat surface
b. printing with bleach
c. printing with copper rollers
d. printing with union solution

57. The best fabric for a warm, lightweight jacket is

a. cotton flannel
b. wool flannel
c. knit polyester
d. cotton corduroy

58. The man-made fiber which most closely resembles wool is

a. olefin
b. polyester
c. modacrylic
d. acrylic

59. Finishes which affect the fabric's appearance are

a. bleaching, calendering, parchmentizing
b. bleaching, mercerization, durable press
c. bleaching, napping, soil release
d. bleaching, sizing, permanent press

60. The individual or organization that buys greige goods as unfinished fabric and sells it as finished fabric is known as the

a. mill buyer
b. jobber
c. wholesale buyer
d. converter

61. The man-made cellulosic fiber which can be heat-set and resists wrinkling, stretching or shrinking is

a. acetate
b. rayon
c. high wet modulus rayon
d. triacetate

62. The color of thread selected to sew the fabric should be

a. lighter than the fabric
b. the same as the fabric
c. darker than the fabric
d. clear or colorless

63. A customer can't seem to decide whether she wants to purchase the fabric she likes now or wait until later. The salesperson points out that the store is offering a free pattern with each fabric purchase of $10 or more, but the offer ends tomorrow. This is an example of the

a. price-concession close
b. action close
c. choice close
d. premium close

64. In illustrating the principles of design in a display window, one should consider

a. proportion, balance, rhythm, emphasis, harmony
b. proportion, balance, color, texture, harmony
c. proportion, rhythm, emphasis, harmony, shape
d. proportion emphasis, harmony, color, texture

65. Compared to cotton, rayon differs mainly in its

a. absorbency
b. affinity
c. wet strength
d. wrinkle resistance

66. You are preparing a window display and want to create a feeling of height. You can achieve height by using garments with

a. narrow center lines
b. converging diagonal lines
c. evenly spaced horizontal lines
d. narrow vertical lines

KEY FOR POST ASSESSMENT INSTRUMENT

Item	Answer	Objective	Item	Answer	Objective	Item	Answer	Objective
1.	a	4.12	23.	d	7.5	45.	d	10.2
2.	c	3.3	24.	a	4.13	46.	d	6.1
3.	d	1.2	25.	b	7.5	47.	d	4.10
4.	c	4.2	26.	c	5.1	48.	a	6.5
5.	c	10.4	27.	d	3.1	49.	d	10.1
6.	d	6.3	28.	c	10.1	50.	c	4.1 & 4.7
7.	c	7.6	29.	b	7.3	51.	b	3.2
8.	a	3.3	30.	b	4.13	52.	a	4.10
9.	b	8.2	31.	b	7.4	53.	d	4.9
10.	a	10.6	32.	b	8.5	54.	b	4.8
11.	d	8.4	33.	a	7.1	55.	d	5.4
12.	c	10.6	34.	c	9.2	56.	d	8.1
13.	c	6.4	35.	d	3.5	57.	b	4.2
14.	a	9.1	36.	a	4.10	58.	b	4.5
15.	c	5.2	37.	d	4.11	59.	a	3.4
16.	b	10.3	38.	a	4.10	60.	c	7.2
17.	d	8.6	39.	d	8.6	61.	b	2.1
18.	a	8.3	40.	b	6.6	62	a	6.2
19.	a	1.1	41.	d	4.6	63.	c	4.7
20.	a	5.1	42.	d	5.2	64.	d	4.4
21.	b	3.6	43.	c	5.3	65.	a	2.2
22.	a	10.3	44.	c	4.3	66.	d	10.5

FABRIC AND TEXTILES MERCHANDISING

POST ASSESSMENT INSTRUMENT

DIRECTIONS: Select the one best answer.

1. When laundering most synthetic fabrics, one should use

   a. lukewarm water, detergent, fabric softener
   b. lukewarm water, detergent, chlorine bleach
   c. hot water, detergent, fabric softener
   d. hot water, detergent, chlorine bleach

2. Which group of props would be most effective for displaying silk chiffon?

   a. muslin dress form, child's mannequin
   b. fashion mannequin, burlap-covered wall
   c. fashion mannequin, glass pedestal
   d. muslin dress form, orange crate

3. A fabric salesperson needs skills in

   a. fitting garments and sewing specific sections of garments
   b. demonstrating and cleaning domestic sewing machines
   c. tailoring men's and women's garments in wool and wool-like blends
   d. assisting customers in selecting fabric and patterns

4. The characteristics of cotton fibers make it most suitable for

   a. women's tailored suits
   b. upholstery fabrics
   c. children's sunsuits
   d. formal wear

5. A customer is looking for fabric for a little girl's sunsuit. You have suggested a sturdy cotton fabric. She says, "I don't know. This fabric costs 50¢ more per yard than some acetate and rayon fabric I saw in a store across the street." A good response to her objection would be

   a. "That store carries inferior merchandise. I wouldn't shop there."
   b. "If you can't afford this I could show you some cheaper fabric."
   c. "Since this garment will get hard wear and washing, the more expensive but sturdier cotton would probably pay for itself."
   d. "That's your decision to make. I can't help you."

6. A major advantage of permanent press fabric is

   a. repelling of oil based stains
   b. decreased fabric strength
   c. lack of moisture absorption
   d. resistance to wrinkles

7. The best fastener to use on a pair of little boy's cotton pajamas would be

   a. separating zipper
   b. covered hooks and eyes
   c. hammer-on snaps
   d. covered buttons

8. When displaying a piece of velvet fabric, the least effective method would be

   a. stapling a flat piece to a wall section
   b. draping a mannequin in a soft flowing style
   c. pinning a softly gathered length of fabric as part of a wall display
   d. draping a length of fabric over a pedestal

9. Given the following measurements, bust 34, waist 25, hip 36, back waist length 15¼, select the correct pattern size from the measurements found on the pattern envelope and mark the appropriate item

Pattern Envelope Information

a. Misses 14	b. Miss Petite 12	c. Junior 11	d. Junior Petite 11
36	34	33 1/2	34
27	26	24 1/2	26
38	36	35 1/2	35
16 1/2	15 1/4	15 3/4	15

10. An example of suggestion selling is

   a. asking a fabric customer if she needs thread, buttons, seam binding or a zipper
   b. suggesting a certain fabric for a specific pattern
   c. giving advice on construction techniques
   d. asking a customer which fabric she would rather purchase

11. In purchasing buttons for a sewing project, you would find the suggested number and size listed on the pattern envelope under the heading

   a. miscellaneous
   b. buttons
   c. supplies
   d. notions

12. For safety, new and experienced employees should know and practice

   a. common business courtesy
   b. time and motion efficiency
   c. rules to prevent injury
   d. employee responsibility

13. Some children's pajama fabrics are required by law to have the following finish

   a. flame proof
   b. permanent sizing
   c. flame-retardant
   d. durable press

14. The purpose of a lining in a garment is to

   a. conceal construction details
   b. conceal incorrect construction procedures
   c. make the garment look costly
   d. make the garment more bulky

15. The knit fabric which has the greatest stability is

   a. single knit
   b. raschel knit
   c. double knit
   d. tricot knit

16. A customer has expressed an interest in making a suit. A good sales presentation of the fabric would include

   a. Tell customer which fabrics to use and point out where to find them
   b. Ask about the suit, show suitable fabrics, have customer feel them, and tell about the fabrics
   c. Ask customer what kind of suit she plans to make and suggest several suitable choices
   d. Compliment customer on choice of pattern and ask her what fabric she wants to use

17. In determining the amount of fabric yardage required, one should use the "W" (with nap) pattern key for

   a. broadcloth, suiting and chambray
   b. gabardine, denim and serge
   c. gingham, poplin and kettlecloth
   d. velvet, velveteen and corduroy

18. In selecting a pattern to give the impression of height and to create a slender appearance, one should choose a pattern with

   a. a princess style with center front opening
   b. different color of yoke and collar
   c. a dark skirt and light blouse
   d. a contrasting color horizontal band in the skirt

19. Business establishments which might employ fabric salespersons are

a. department stores, home furnishing stores
b. dry cleaning establishments, laundromats
c. specialty shops, shoe stores
d. ready-to-wear stores, children's clothing stores

20. The most durable fabric construction for children's and work clothing is the

a. twill weave
b. basket weave
c. plain weave
d. dobby weave

21. The type of display which would be used least often in a fabric store or department is the

a. open display
b. closed display
c. platform display
d. wall display

22. A strong point of newspaper advertisements is

a. the products can be illustrated
b. the home saturation is almost 100%
c. the message is repeated time after time
d. the product features can be demonstrated

23. Duties of a fabric salesperson would include

a. designing a garment for a customer
b. altering a pattern for a customer
c. constructing a garment for a customer
d. suggesting flattering dress designs for a customer

24. According to the Textile Product Identification Act of 1960, a fabric must be identified on the label by the

a. fiber content
b. amount of shrinkage
c. special finishes
d. fiber construction

25. When binding the edges of a terry cloth bib one should use

a. rayon seam binding
b. cotton bias tape
c. lace seam binding
d. rayon hem facing

26. An example of a twill weave is

a. broadcloth
b. oxford cloth
c. denim
d. muslin

27. Most fabrics are lined up on tables or racks with the bolts of like fabric on the same table. This is an example of

a. step arrangement
b. pyramid arrangement
c. zigzag arrangement
d. repetition arrangement

28. Which of the following stores has the highest markup?

a. chain store
b. department store
c. independent store
d. discount store

29. When sewing seams, the weight of the fabric determines the

a. needle size, fiber content of thread, size of thread
b. needle size, size of thread, tension
c. size of thread, fiber content of thread, color of thread
d. tension, fiber content of thread, color of thread

30. According to a recent addition to the textile labeling law (1972), a fabric must be identified on the label by the

a. fiber construction
b. care instructions
c. fiber content
d. manufacturer's name

31. When selecting a zipper for a reversible garment, one should choose

a. an invisible zipper
b. a separating zipper
c. a regular zipper
d. a special regular zipper

32. A good choice of fabric to use in constructing a tailored suit with bound buttonholes would be

a. rayon taffeta
b. wool broadcloth
c. cotton jersey
d. cotton chintz

33. For basting and stitching fabrics containing animal fibers, one should select

  a. silk thread
  b. mercerized cotton thread
  c. cotton thread
  d. polyspun thread

34. When selecting interfacing for a garment select

  a. a heavier fabric than the garment
  b. the same fabric weight as the garment
  c. a lighter fabric than the garment
  d. a much lighter fabric than the garment

35. A recent display of washable woolens featured an enlarged care and laundry instruction tag as part of the background. The main purpose of this display would be to

  a. build good will
  b. attract new customers
  c. create prestige
  d. educate the consumer

36. The generic name of a fiber is determined by its

  a. chemical composition
  b. crystallinity
  c. manufacturer's name
  d. physical properties

37. A fiber which is used as a replacement for rubber in many foundation garments and bathing suits is

  a. triacetate
  b. nylon
  c. vinyon
  d. spandex

38. A trade name for an acrylic fiber is

  a. Orlon
  b. Dynel
  c. Lycra
  d. Qiana

39. If you are using a broadcloth fabric and the pattern key indicates "WO" (without nap) you should

  a. allow for extra yardage
  b. place all pattern pieces in the same direction
  c. plan for special cutting layouts
  d. not plan for additional yardage

40. Select the following design application which describes discharge printing

   a. printing on a flat surface
   b. printing with bleach
   c. printing with copper rollers
   d. printing with union solution

41. A silk blouse should be washed or cleaned frequently because silk

   a. soils easily
   b. shows soil more than other fabrics
   c. absorbs odors
   d. is damaged by perspiration

42. The fabric's ability to tolerate considerable bending or creasing without breaking is

   a. crease resistance
   b. abrasion resistance
   c. resiliency
   d. flexibility

43. An advantage of laminated fabrics is

   a. on-grain lamination
   b. fabric layer permanence
   c. lining is unnecessary
   d. fabric bulkiness

44. Cotton and linen fibers have similar care requirements in regard to which of the following

   a. use of chemical bleaches
   b. ironing instructions
   c. wash water temperature
   d. starching requirements

45. The individual or organization that buys greige goods as unfinished fabric and sells it as finished fabric is known as the

   a. mill buyer
   b. jobber
   c. wholesale buyer
   d. converter

46. Sanforization means that fabric will

   a. not wrinkle
   b. not fade
   c. be stain resistant
   d. not shrink

47. The man-made fiber which most closely resembles wool is

- a. olefin
- b. polyester
- c. modacrylic
- d. acrylic

48. Which of the following textile products would most likely be yarn-dyed

- a. cotton plaid shirt
- b. solid colored cotton sheet
- c. acetate drapery
- d. flax wall hanging

49. A familiar customer, Mrs. Jones, is looking at a fabric display. An example of a merchandise approach to selling is

- a. "May I help you?"
- b. "How are you today, Mrs. Jones?"
- c. "Who's next?"
- d. "This is our new fall line of washable woolens. Aren't the colors beautiful?"

50. Compared to cotton, rayon differs mainly in its

- a. absorbency
- b. affinity
- c. wet strength
- d. wrinkle resistance

51. Displaying patterns with appropriate fabrics is a good display technique because it

- a. increases pattern sales
- b. provides customers with ideas without taking the salesperson's time
- c. is more interesting
- d. helps fill space

52. The unbranded name of a fiber, with no implied endorsement by a fiber producer, is called its

- a. generic name
- b. manufacturer's name
- c. natural name
- d. trade name

53. Rayon, acetate, and triacetate require careful washing because they

- a. are thermoplastic fibers
- b. wrinkle easily
- c. are subject to fume fading
- d. have low wet strength

54. Atmospheric fading would most likely affect draperies made from

a. glass fibers
b. acetate fibers
c. cotton fibers
d. polyester fibers

55. Nylon net is an example of a

a. woven fabric
b. knit fabric
c. bonded fabric
d. nonwoven fabric

56. When helping a customer choose between a Misses pattern or a Petite Misses pattern, the most important measurement is the

a. bust
b. waist
c. hip
d. back waist length

57. Many synthetic fibers can be heat-set and permanently pleated and are therefore

a. sanforized
b. thermoplastic
c. flameproof
d. multilobal

58. The best fabric for a warm, lightweight jacket is

a. cotton flannel
b. wool flannel
c. knit polyester
d. cotton corduroy

59. For selecting the lighting for window display, one will usually use white lights. However, to give a softer effect, one may use a reflector with

a. blue bulb only
b. orange and white bulbs
c. blue and white bulbs
d. blue and orange bulbs

60. The color of thread selected to sew the fabric should be

a. lighter than the fabric
b. same as the fabric
c. darker than the fabric
d. clear or colorless

61. You are preparing a window display and want to create a feeling of height. You can achieve height by using garments with

a. narrow center lines
b. converging diagonal lines
c. evenly spaced horizontal lines
d. narrow vertical lines

62. Finishes which affect the fabric's appearance are

a. bleaching, calendering, parchmentizing
b. bleaching, mercerization, durable press
c. bleaching, napping, soil release
d. bleaching, sizing, permanent press

63. The man-made cellulosic fiber which can be heat-set and resists wrinkling, stretching or shrinking is

a. acetate
b. rayon
c. high wet modulus rayon
d. triacetate

64. Of the following fibers, which has natural fire retardant characteristics?

a. acrylic
b. cotton
c. polyester
d. wool

65. In illustrating the principles of design in a display window, one should consider

a. proportion, balance, rhythm, emphasis, harmony
b. proportion, balance, color, texture, harmony
c. proportion, rhythm, emphasis, harmony, shape
d. proportion, emphasis, harmony, color, texture

66. A customer can't seem to decide whether she wants to purchase the fabric she likes now or wait till later. The salesperson points out that the store is offering a free pattern with each fabric purchase of $10 or more, but the offer ends tomorrow. This is an example of the

a. price-concession close
b. action close
c. choice close
d. premium close

DIRECTIONS AND CRITERIA FOR SCORING PERFORMANCE INSTRUMENT

After completing the module, the performance test will be administered to the learners. The learners are to fill out the sales slips, charge slips and the window display sheets with pencils. These problems can be evaluated by the teacher using the key provided.

		POINTS
1.	Sales slip	8
2.	Charge slip	8
3.	Window display	18
	TOTAL	34

PERFORMANCE TEST SALES SLIP KEY

The fabric salesperson has helped a customer select a pattern for $1.00, 3 5/8 yards of polyester at $3.99 per yard, 1 1/3 yards of interfacing at $1.25 per yard, 3 cards of buttons at $ .49, two spools of thread at $ .30 each.

Enter these items on the sales slip, add them up, find the sales tax (3%) and total the sales slip.

SCORE: 1 point for each line
8 points total

MIDWEST DEPARTMENT STORE

170 Quality St.
Sewing City, U.S.A.

Clerk Date

ITEMS:

1 Pattern	1	00
3 5/8 Polyester @ 3.99	14	46
1 1/3 Interfacing @ 1.25	1	67
3 Buttons @ 49¢	1	47
2 Thread @ 30¢		60
Sub Total	19	20
Tax		58
TOTAL SALE	19	78

PERFORMANCE TEST CHARGE SLIP KEY

Another customer has bought 4 1/2 yards of denim at $2.49 a yard, 1 1/8 yards of interfacing at $1.39 a yard, 75¢ for a zipper, 2 cards of buttons at 40¢ each and 1 spool of thread at 60¢.

Enter these items on the charge slip, add them up, find the sales tax (3%) and total the charge slip.

SCORE: 1 point for each line
8 points total

CHARGE SLIP	DATE	CLERK		
	QUAN DESCRIPTION	Unit cost	AMOUNT	
	4 1/2 yds. denim	2.49	11	21
	1 1/2 yds. interfacing	1.39	1	56
	1 zipper			75
	2 buttons	.40		80
	1 thread			60
		Sub Tot	14	92
	Customer Signature	Tax		45
	SALES SLIP	TOTAL	15	37

PERFORMANCE TEST WINDOW DISPLAY KEY

On page 77 is a window display featuring quilted fabrics and notions for sewing ski wear. Analyze the design and list the design elements and principles that are illustrated. Briefly list how each is illustrated.

DESIGN ELEMENTS:

1. line - 1. Lines are predominantly diagonal straight lines.
    2. Curved lines are represented by the 2 figures, the draped bolts of fabric and the notion display.
2. shape - 1. Predominant shapes are diamonds formed by diagonal lines.
    2. The window, figures and bolts of fabric are rectangles, formed by straight lines.
3. space - 1. The space involved is the window enclosed on 3 sides by walls or partitions.
    2. The parts of the display (figures, fabric, etc.) occupy the space and are emphasized by the empty space in the background.
4. texture - 1. The quilted fabric gives a feeling of being soft and smooth.
    2. The ribbing and zippers are a more rough texture.
5. color - since this is a black and white sketch, only value can be evaluated. The dark fabric of the ski clothes gives emphasis to the figures.

DESIGN PRINCIPLES:

1. proportion - 1. The parts of the design (figures and bolts of fabric) are in good proportion to each other.
    2. The parts of the design are in good proportion to the whole window design.
2. balance - 1. Informal balance.
    2. Three bolts of fabric and display easel are visually equal in weight to the 2 figures on the other side.
3. rhythm - 1. Repetition of the diagonal quilting lines creates a feeling of movement throughout the window design.
    2. Curved lines of the 2 figures, the draped bolts of fabric and the notions also create movement.
4. emphasis - 1. The diagonal lines of the ski poles and the dark values of the ski clothes give emphasis to the 2 figures.
    2. The size of the figures emphasizes them.
5. harmony - 1. Similar lines are repeated to give a pleasing overall effect.
    2. There are sufficient contrasting lines to give satisfactory unity and completeness.

Score:

4 points - 1 for each design element listed.
5 points - 1 for each design principle listed.
9 points - 1 for each idea listed. More than 1 correct answer is possible. Allow only the number of points designated.

18 points

FABRIC SALESPERSON

Performance Test
Sales Slip

The fabric salesperson has helped a customer select a pattern for $1.00, 3 5/8 yards of polyester at $3.99 per yard, 1 1/3 yards of interfacing at $1.25 per yard, 3 cards of buttons at $.49 each, 2 spools of thread at $.30 each.

Enter these items on the sales slip, add them up, find the sales tax (3%) and total the sales slip.

MIDWEST DEPARTMENT STORE

170 Quality St.
Sewing City, U.S.A.

Clerk	Date

ITEMS:

Sub Total		
Tax		
TOTAL SALE		

FABRIC SALESPERSON

Performance Test
Charge Slip

Another customer has bought 4 1/2 yards of denim at $2.49 a yard, 1 1/8 yards of interfacing at $1.39 a yard, 75¢ for a zipper, 2 cards of buttons at 40¢ each and 1 spool of thread at 60¢. Enter these items on the charge slip, add them up, find the sales tax (3%) and total the charge slip.

	DATE		CLERK		
	QUAN	DESCRIPTION	Unit cost	AMOUNT	
			Sub Tot		
	Customer Signature		Tax		
	SALES SLIP		TOTAL		

PERFORMANCE TEST WINDOW DISPLAY

On the next page is a window display featuring quilted fabrics and notions for sewing ski wear. Analyze the design and list the design elements and principles that are illustrated. Briefly list how each is illustrated.

DESIGN ELEMENTS:

1.

2.

3.

4.

DESIGN PRINCIPLES:

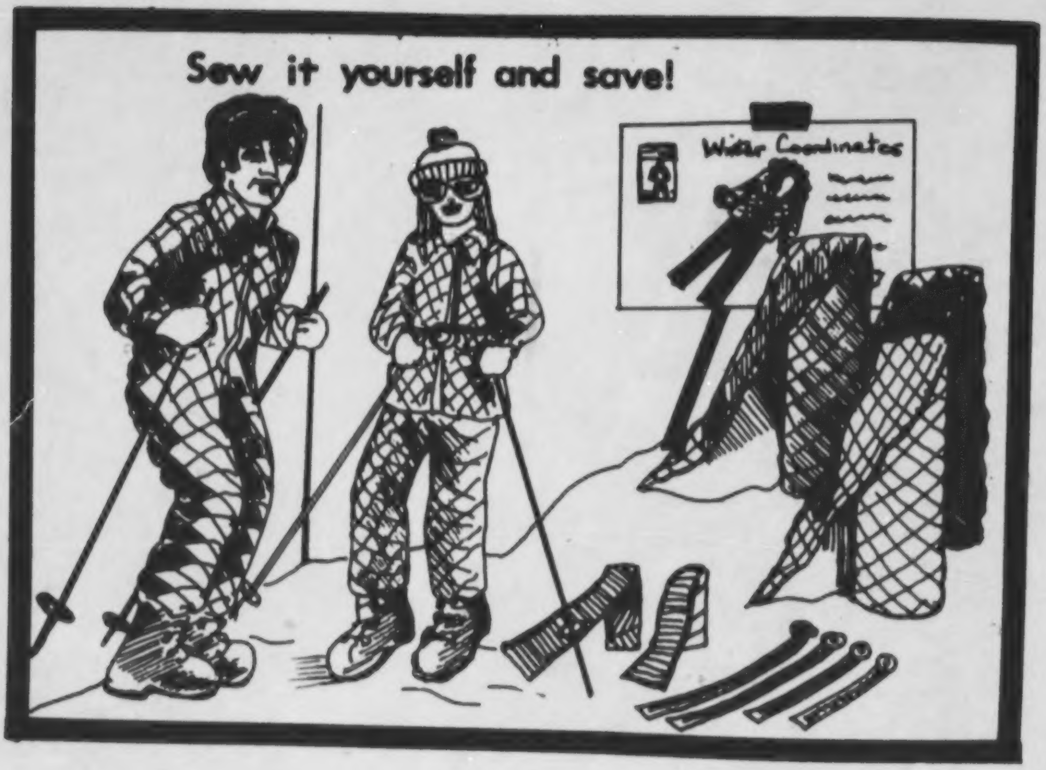
1.

2.

3.

4.

5.


Sew it yourself and save!
Winter Coordinates

COMPETENCY BASED
TEACHING MODULE

COMPETENCIES	OBJECTIVES
The learners will be able to:	The learners will:
1 provide information regarding the occupation of fabric and textiles merchandising.	1.1 identify the fabric and textiles merchandising salesperson's role and employment opportunities in the business world.

SUGGESTED STRATEGIES	REFERENCES AND RESOURCES
The teacher will:	
1.1.1 introduce the module; administer the pre test.	Pre assessment instrument, p. 23 Pre assessment key, p. 22
1.1.2 give an overview of the module; refer to Job description, Rationale and Fabric and textiles merchandising ladder.	Job description, p. 16 Rationale, p. 15 Fabric and textiles merchandising ladder, p. 17
1.1.3 show a filmstrip about careers in the textiles and clothing area and discuss. Use the Visual aid observation guide (appendix, p. A-1).	FILMSTRIP 142 Careers in home economics. APPENDIX: Visual aid observation guide, p. A-1.
1.1.4 have learners list fabric merchandise stores and/or fabric departments in the area.	Local home economics teacher. Telephone book - yellow pages. Fabric stores.
1.1.5 arrange to have a panel discuss the trends in fabric merchandising. Panel members may include a fabric department manager, fabric store manager, fabric department clerk, fabric store clerk, textiles and clothing major.	Representatives from community in fabric and textiles merchandising.

COMPETENCIES	OBJECTIVES
The learners will be able to:	The learners will:
1 provide information regarding the occupation of fabric and textiles merchandising. (Cont'd)	1.1 identify the fabric and textiles merchandising salesperson's role and employment opportunities in the business world. (Cont'd)
	1.2 identify fabric and textiles merchandising job qualifications and mobility patterns.

SUGGESTED STRATEGIES	REFERENCES AND RESOURCES
The teacher will:	
1.1.6 have learners use local classified ads and books in fabric and textiles merchandising to determine job opportunities.	Current newspapers, journals, trade and professional magazines. BOOKS 58 Guide to modern clothing, ch. 7. 59 Fashion merchandising, appendix section. 39 Opportunities in clothing, ch. 1 and 2.
1.1.7 provide each learner with a copy of the Interview learner sheet (appendix, p. A-2); have the learners interview a person employed as a fabric salesperson. Report the findings to the class.	Fabric and textiles merchandising salespersons. APPENDIX: Interview learner sheet I, p. A-2.
1.1.8 provide each learner with a copy of the Learner observation sheet (appendix, p. A-3); have the learners visit two different stores where fabric is sold and observe fabric and textiles merchandising salespersons. Learners will then share the results.	APPENDIX: Learner observation sheet, p. A-3.
1.2.1 distribute the Check sheet for fabric and textiles merchandising tasks (appendix, p. A-4); analyze and discuss the check sheet. Lead a discussion about interests and competencies for textiles and clothing employees.	APPENDIX: Check sheet for fabric and textiles merchandising tasks, p. A-4.
1.2.2 have the learners interview fabric and textiles merchandising salespersons; provide each learner with a copy of Check sheet for fabric and textiles merchandising (appendix, p. A-4) tasks to use. Report the findings.	APPENDIX: Check sheet for fabric and textiles merchandising tasks, p. A-4.

COMPETENCIES	OBJECTIVES
The learners will be able to:	The learners will:
1 provide information regarding the occupation of fabric and textiles merchandising. (Cont'd)	1.2 identify fabric and textiles merchandising job qualifications and mobility patterns. (Cont'd)

SUGGESTED STRATEGIES	REFERENCES AND RESOURCES
The teacher will: 1.2.3 have the learners make a list of job opportunities for clothing and textiles occupations.	BOOKS 27 The Encyclopedia of careers and vocational guidance: Planning your careers vol. 1, pp. 39-46, 681-692. 61 Dictionary of occupational titles. Volume I: Definitions of titles. 1 Career ladders and lattices in home economics and related areas: Possibilities for upgrading household employment, pp. 50-59. 58 Guide to modern clothing, ch. 7. CURRICULUM MATERIALS 59 Fashion merchandising, p. 9. PAMPHLETS 99 In textiles a career with every job.

COMPETENCIES	OBJECTIVES
The learners will be able to: 1 provide information regarding the occupation of fabric and textiles merchandising. (Cont'd)	The learners will: 1.2 identify fabric and textiles merchandising job qualifications and mobility patterns. (Cont'd)

SUGGESTED STRATEGIES	REFERENCES AND RESOURCES
The teacher will:	
1.2.4 provide each learner with a copy of Textiles and clothing jobs (appendix, p. A-5) for them to research a textile and clothing occupation of their choice and interest.	APPENDIX: Textiles and clothing jobs, p. A-5. BOOKS 27 The Encyclopedia of careers and vocational guidance: Planning your careers, vol. 1, pp. 39-46, 681-692. 61 Dictionary of occupational titles. Volume I: Definitions of titles. 1 Career ladders and lattices in home economics and related areas: Possibilities for upgrading household employment, pp. 50-59. 58 Guide to modern clothing, ch. 7. CURRICULUM MATERIALS 121 Fashion merchandising, p. 9.
1.2.5 provide each learner with a copy of Textiles and clothing occupational ladder (appendix, p. A-6) which has the jobs listed on separate slips of paper; have the learners place the jobs in the appropriate place on the occupational ladder; discuss the results.	BOOKS 27 The Encyclopedia of careers and vocational guidance: Planning your careers vol. 1, pp. 39-46, 681-692. 1 Career ladders and lattices in home economics and related areas: Possibilities for upgrading household employment, pp. 50-59. 61 Dictionary of occupational titles. Volume I: Definitions of titles. 58 Guide to modern clothing, ch. 7. CURRICULUM MATERIALS 121 Fashion merchandising, p. 9. APPENDIX: Textiles and clothing occupational ladder, p. A-6.

COMPETENCIES	OBJECTIVES
The learners will be able to:	The learners will:
1 provide information regarding the occupation of fabric and textiles merchandising. (Cont'd)	1.2 identify fabric and textiles merchandising job qualifications and mobility patterns. (Cont'd)

SUGGESTED STRATEGIES	REFERENCES AND RESOURCES
The teacher will:	
1.2.6 have the learners view a film or filmstrip about the textiles and clothing industry; discuss the relationship of the fabric and apparel industries. Provide each learner with a copy of Visual aid observation guide (appendix, p. A-1).	APPENDIX: Visual aid observation guide, p. A-1. FILM 134 A look at our industry. FILMSTRIP 145 The manufacture of fashion, USA.
1.2.7 have the learners decide other jobs they might apply for using the skills and education required for the job; discuss latticing; the learners will list jobs they could lattice to on the Textiles and clothing jobs (appendix, p. A-5).	CURRICULUM MATERIALS 119 Orientation to the world of work: Learning about job clusters, pp. 5-26. APPENDIX: Textiles and clothing jobs, p. A-5. BOOKS 60 Occupational outlook handbook. 27 The Encyclopedia of careers and vocational guidance: Planning your careers, vol. 1, pp. 39-46, 681-692.
1.2.8 have the learners view and discuss a transparency on Fabric and textiles merchandising ladder.	BOOKS Fabric and textiles merchandising ladder, p. 17. 1 Career ladders and lattices in home economics and related areas: Possibilities for upgrading household employment, pp. 50-59. 58 Guide to modern clothing, ch. 7.

COMPETENCIES	OBJECTIVES
The learners will be able to:	The learners will :
1 provide information regarding the occupation of fabric and textiles merchandising. (Cont'd)	1.2 identify fabric and textiles merchandising job qualifications and mobility patterns. (Cont'd)

SUGGESTED STRATEGIES	REFERENCES AND RESOURCES
The teacher will:	
1.2.9 divide the class into groups to collect employment application forms for the textiles and clothing area; lead a discussion concerning the procedures in completing an application as well as the different available forms.	Textiles and clothing stores
1.2.10 arrange a field trip to a community college or university textiles and clothing department; provide each learner with a copy of Textiles and clothing field trip (appendix, p. A-7). to complete.	Textiles and clothing department in a Community College or University Appendix: Textiles and clothing field trip, p. A-7.

COMPETENCIES	OBJECTIVES
The learners will be able to:	The learners will:
2 apply display fundamentals to the promotion of fabric, patterns and notions.	2.1 apply the elements of design: line, shape, space, color schemes and texture to displays of fabric.

SUGGESTED STRATEGIES	REFERENCES AND RESOURCES
The teacher will:	
2.1.1 show a film about design elements: provide each learner with a copy of Visual aid observation guide (appendix, p. A-1); discuss the major points and how it relates to fabric and textiles.	APPENDIX: Visual aid observation guide, p. A-1. FILM 126 Time to see.
2.1.2 have the learners read about design elements. Provide the learners with current periodicals for the selection of pictures that illustrate how line creates shape and space.	PERIODICALS 73 Harper's Bazaar 81 Vogue BOOK 52 Advertising and displaying merchandise, pp. 52-54, 58-60. CURRICULUM MATERIALS 114 A pilot study for gainful employment in home economics: Final report: Volume III: A suggested curriculum guide for clothing service workers for entry level jobs, p. 35. 118 Home furnishings aide, pp. B-13-B-31.
2.1.3 provide brushes and paint for the learners to mix paint to illustrate color schemes.	Brushes, paint, paper BOOKS 34 Related art for dress design students, pp. 8-48. 8 The Vogue sewing book, pp. 14-16.
2.1.4 have the learners use fabric samples to create the three color schemes with fabrics that vary in texture. Have learners complete color in display sheet.	Fabric samples BOOK 52 Advertising and displaying merchandise, pp. 175-178, display sheet, p. 176.
2.1.5 have the learners list color changes which occur with the fashions of each season and list how color is used in apparel fabrics.	BOOK 8 The Vogue sewing book, p. 15.

COMPETENCIES	OBJECTIVES
The learners will be able to:	The learners will:
2 apply display fundamentals to the promotion of fabric, patterns and notions. (Cont'd)	2.1 apply the elements of design: line, shape, space, color schemes and texture to displays of fabric. (Cont'd)
	2.2 apply the principles of design: proportion, balance, rhythm, and emphasis to displays of fabric.

SUGGESTED STRATEGIES	REFERENCES AND RESOURCES
The teacher will:	
2.1.6 provide each learner with 2 copies of a Display rating sheet (appendix, pp. A-8-9) to evaluate at least 2 fabric displays. Have learners plan 2 fabric displays.	APPENDIX: Display rating sheet, pp. A-8-9. BOOKS 52 Advertising and displaying merchandise, Rating window displays, p. 191. 52 Advertising and displaying merchandise, Display planning sheet, p. 197.
2.1.7 have learners set up a display of fabric and evaluate it in terms of the elements of design. Provide each learner with a copy of Evaluating displays - Design elements (appendix, p. A-10).	Fabric and props APPENDIX: Evaluating displays - Design elements, p. A-10.
2.2.1 have students read about design principles. Set up a field trip to a local store to evaluate window and store displays for the principles of design.	Local store. BOOK 52 Advertising and displaying merchandise, pp. 55-58.
2.2.2 discuss with the learners the displays evaluated, list and determine the principles used and the principles that are not used as frequently.	BOOK 52 Advertising and displaying merchandise, pp. 169-172.
2.2.3 have learners set up a display of fabric and evaluate it in terms of the principles of design. Provide each learner with a copy of Evaluating displays - Design principles (appendix, p. A-11).	Fabric and props. APPENDIX: Evaluating displays - Design principles, p. A-11.
2.2.4 Arrange display training in local fabric stores for the learners.	Local fabric stores

COMPETENCIES	OBJECTIVES
The learners will be able to:	The learners will:
2 apply display fundamentals to the promotion of fabric, patterns and notions. (Cont'd)	2.2 apply the principles of design: proportion, balance, rhythm, and emphasis to displays of fabric. (Cont'd)

SUGGESTED STRATEGIES	REFERENCES AND RESOURCES
The teacher will:	
2.2.5 have the local FHA-HERO chapter sponsor a "project" where all businesses would cooperate in having special window displays created by chapter members carrying out a specified theme.	Local stores
2.2.6 have the learners interview different fabric store display personnel to determine trends; provide each learner with a copy of Fabric store display interview (appendix, p. A-12).	Appendix: Fabric store display interview, p. A-12.

COMPETENCIES	OBJECTIVES
The learners will be able to:	The learners will:
3 determine methods of displaying various fabric.	3.1 explain the purposes of store and window displays.
	3.2 demonstrate that fabrics and pattern displays can provide ideas for garment construction.
	3.3 illustrate how to use man-made props in window and store displays.

SUGGESTED STRATEGIES	REFERENCES AND RESOURCES
The teacher will:	
3.1.1 lead the learners in a discussion about the purpose of display and customer buying psychology related to display.	BOOKS 52 *Advertising and displaying merchandise*, pp. 3-5, 65-70, 84-87. 66 *Retail merchandising*, pp. 416-418. 65 *Fundamentals of selling*, pp. 390-393.
3.1.2 distribute a copy of *Purpose of display* (appendix, p. A-13) to each learner; have the learners observe displays and evaluate them on a learner sheet.	APPENDIX: *Purpose of display*, p. A-13.
3.1.3 have the learners list the differences and similarities between window displays used in downtown shopping areas and shopping centers and draw conclusions about differences in purpose.	BOOK 65 *Display fundamentals*, pp. 1-6. CURRICULUM MATERIAL 59 *Fashion merchandising*, p. 54.
3.2.1 have learners read one or more references about displays; lead a discussion.	BOOKS 14 *Clothing, a comprehensive study*, pp. 384-389. 47 *Fashion and fabrics*, pp. 118-134. 22 *Dress*, p. 480. 55 *Singer sewing book*, pp. 12-13.
3.2.2 provide swatches of fabric for which the learners will select an appropriate garment style that effectively displays the fabric.	Fabric swatches. Patterns or illustrations of garments.
3.3.1 have the learners find pictures of window displays to illustrate how the props are used for fabric displays.	Magazines. BOOKS 52 *Advertising and displaying merchandise*, pp. 70-72. 50 *Display fundamentals*, pp. 29-43.

COMPETENCIES	OBJECTIVES
The learners will be able to:	The learners will:
3 determine methods of displaying various fabric. (Cont'd)	3.3 illustrate how to use man-made props in window and store displays. (Cont'd)
	3.4 determine how lighting is used for the display of fabric.
	3.5 choose appropriate methods and arrangements used in the display of fabrics.

SUGGESTED STRATEGIES	REFERENCES AND RESOURCES
The teacher will:	
3.3.2 provide props on which the learners can drape fabric for display.	Props. Bolts or lengths of fabric.
3.4.1 arrange for learners to visit a utility company for information about types of lighting appropriate for display in a retail store.	Utility company. BOOK 52 *Advertising and displaying merchandise*, pp. 79-80, 92-93.
3.4.2 provide each student with a copy of *Effects of lighting* (appendix, p. A-14) to complete; have the learners test the effect of various lighting on different color and texture fabrics.	Incandescent and fluroescent lights; filters of various colors Fabric samples. APPENDIX: *Effects of lighting*, p. A-14.
3.5.1 have the learners compile a list of questions concerning window display for fabric departments and stores. Interview fabric department and store personnel. Distribute *Learner interview sheet II* (appendix, p. A-15).	APPENDIX: *Learner interview sheet II*, p. A-15.
3.5.2 discuss the four basic display arrangements, have the learners determine the type of merchandise that is displayed in each arrangement.	BOOK 52 *Advertising and displaying merchandise*, pp. 173-174.
3.5.3 borrow bolts of fabric from merchants for learners working in small groups to display the fabric with interesting space arrangements in the classroom.	CURRICULUM MATERIALS 118 *Home furnishing aide*, p. B-17. Bolts of fabric.

COMPETENCIES	OBJECTIVES
The learners will be able to:	The learners will:
3 determine methods of displaying various fabric. (Cont'd)	3.6 determine how and where to use open, closed, platform, ledge and wall displays.
	3.7 design a model window display using the principles of design and the elements of design.

SUGGESTED STRATEGIES	REFERENCES AND RESOURCES
The teacher will:	
3.6.1 provide a list of merchandise stocked in a fabric store; divide the learners in small groups to discuss the type of interior display to use.	List of merchandise BOOKS 65 Fundamentals of selling, pp. 394-496. 52 Advertising and displaying merchandise, pp. 86-88.
3.6.2 have learners visit different local stores to observe and report on the types and location of displays used for fabric and notion displays.	CURRICULUM MATERIALS 59 Fashion merchandising, p. 55. 52 Advertising and displaying merchandise, pp. 93-94.
3.7.1 have the learners apply design principles and create a two-dimensional display using magazine pictures or drawings.	CURRICULUM MATERIALS 59 Fashion merchandising, p. 55. 44 Show and sell: A guide book of display ideas, pp. 1-359. Magazines.
3.7.2 have learners sketch a display demonstrating variety and movement.	BOOK 52 Advertising and displaying merchandise, pp. 59-61, 179-180.
3.7.3 have the local merchants cooperate by allowing learners to design a window display and implement the principles and elements of design in the display. Provide each learner with a copy of the Display rating sheet (appendix, pp. A-8-9); evaluate the display.	Local merchants. APPENDIX: Display rating sheet, pp. A-8-9.

COMPETENCIES	OBJECTIVES
The learners will be able to:	The learners will:
4 organize textile product knowledge to inform consumers about fiber and fabric characteristics in relation to the wearing properties, care procedures and end uses of the fibers.	4.1 identify the characteristics of natural plant fibers (cotton and flax).

SUGGESTED STRATEGIES	REFERENCES AND RESOURCES
The teacher will:	
4.1.1 introduce the competency and assign a textiles notebook which each learner will keep. Show films introducing cotton and flax fibers. Provide the Fashion textile kit for the learners to examine. Provide learners with a copy of Visual aid observation guide,(appendix, p.A-1).	KIT 153 Fashion textile kit. FILMS 130 Cotton-from fiber to fabric. 129 From flax to linen. 131 Cotton: Nature's wonder fiber. APPENDIX: Visual aid observation guide, p. A-1.
4.1.2 have the learners read about cotton in several sources; list and discuss the advantages of cotton and flax fibers and how the characteristics affect consumption of cotton and linen fabric. Provide each learner with a copy of the Fiber characteristics sheet(appendix, p. A-16).	BOOKS 17 Fibers and fabrics, pp. 95-100, 131-135. 26 Textiles, pp. 30-38. 2 Textile handbook, pp. 7-8. CHART 167 Cotton wall chart. APPENDIX: Fiber characteristics sheet, p. A-16.
4.1.3 list the disadvantages of cotton and linen fabrics and discuss how these disadvantages are handled in a selling situation. Have each learner use the Fiber characteristics sheet (appendix, p. A-16).	BOOK 17 Fibers and fabrics, pp. 98, 133. PAMPHLET 91 Cotton: Facts about fiber and fabric. APPENDIX: Fiber characteristics sheet, p. A- 16.

COMPETENCIES	OBJECTIVES
The learners will be able to:	The learners will:
4 organize textile product knowledge to inform consumers about fiber and fabric characteristics in relation to the wearing properties, care procedures and end uses of the fibers. (Cont'd)	4.1 identify the characteristics of natural plant fibers (cotton and flax). (Cont'd)

SUGGESTED STRATEGIES	REFERENCES AND RESOURCES
4.1.4 have the learners select patterns appropriate for woven cotton and woven linen fabric. In small group discussion determine the strength, dimensional stability and abrasion the garment will need to withstand.	OTHER RESOURCES 183 *Butterick pattern catalog*. 185 *McCalls pattern catalog*. 188 *Simplicity pattern catalog*. 192 *Vogue pattern catalog*. PERIODICALS 73 *Harper's Bazaar*. 81 *Vogue*.
4.1.5 have the learners ravel threads from fabric samples and examine under a microscope. Distribute a copy of the *Microscopic fiber identification* sheet to each learner to complete (appendix, pp. A-17-18).	Fabric samples. Microscopes. APPENDIX: *Microscopic fiber identification*, pp. A-17-18.
4.1.6 have the learners complete a fiber test laboratory; provide each student with a copy of the *Fiber reaction tests* (appendix, p. A-19) and the *Fabric notebook* (appendix, p. A-20). (Refer to *Chemical solubility* (appendix, pp. B-1-2) for complete directions.)	Fabric samples. Alcohol lamps or matches. Tweezers. Candle Phenol Chlorine bleach. KOH Acetone 80% and 100% Watch glass Glass rods Evaporating dish APPENDIX: *Fiber reaction tests*, p. A-19. *Fabric notebook*, p. A-20. *Chemical solubility*, pp. B-1-2. BOOK 11 *Textiles: Fiber to fabric*, pp. 21-34.

COMPETENCIES	OBJECTIVES
The learners will be able to:	The learners will:
4 organize textile product knowledge to inform consumers about fiber and fabric characteristics in relation to the wearing properties, care procedures and end uses of the fibers. (Cont'd)	4.1 identify the characteristics of natural plant fibers (cotton and flax). (Cont'd)
	4.2 identify end uses of fabrics made from natural plant fibers.

SUGGESTED STRATEGIES	REFERENCES AND RESOURCES
The teacher will:	
4.1.7 provide each learner with a copy of Fiber classification chart (appendix, p. A-21); discuss the placement of natural plant fibers in the chart.	APPENDIX: Fiber classification chart, p.A-21.
4.2.1 have the learners list 10-20 items of apparel, and household furnishings that are made from cotton. Discuss the advantages of having these items made from cotton fibers.	BOOKS 17 Fibers and fabrics, pp. 105-130. 11 Textiles: Fiber to fabric, pp. 274-279.
4.2.2 lead the learners in a discussion of household furnishings and apparel made from linen.	BOOKS 17 Fibers and fabrics, p. 133 11 Textiles: Fiber to fabric, pp. 287-292.
4.2.3 have the learners visit clothing stores, furniture stores and household furnishing stores to determine the end uses of cotton and flax fibers. Provide each student with a copy of the End uses of fibers (appendix, p. A-22). The learners will list where the information was gained (hang tag, salesperson, etc.) and what percentage of the fiber was used.	Clothing stores, furniture stores, household furnishing stores. BOOK 26 Textiles, p. 31. APPENDIX: End uses of fibers, p. A-22.
4.2.4 have the learners role play a selling situation, with a consumer and a salesperson. The salesperson is to help the consumer make a decision about purchasing an article made from cotton or linen by informing the consumer of the selling points of those fabrics.	BOOK 11 Textiles: Fiber to fabric, pp 265-279, 281-292.

COMPETENCIES	OBJECTIVES
The learners will be able to:	The learners will:
4 organize textile product knowledge to inform consumers about fiber and fabric characteristics in relation to the wearing properties, care procedures and end uses of the fibers. (Cont'd)	4.2 identify end uses of fabrics made from natural plant fibers. (Cont'd)
	4.3 explain care procedures of fabrics made from natural plant fibers as related to fiber characteristics.

SUGGESTED STRATEGIES	REFERENCES AND RESOURCES
The teacher will:	
4.2.5 provide fabric swatches of 100% cotton and cotton blends to mount in notebook. Small groups of learners will determine the best use for each type of fabric using information gained from previous learning strategies. Distribute copies of the Fabric notebook sheet (appendix, p. A-20) to each student.	APPENDIX: Fabric notebook, p. A-20.
4.3.1 have the learners read and discuss how cotton and linen characteristics affect the performance of the fabrics during washing or drycleaning.	BOOK 39 Opportunities in clothing, pp. 92, 95.
4.3.2 have the learners gather information from hang tags, ends of bolts concerned with the care procedures that manufacturers recommend for cotton and linen fabrics. Provide each learner with a copy of the Fabric notebook sheets. (appendix, p. A-20).	BOOK 7 Ready set sew, p. 39. APPENDIX: Fabric notebook, p. A-20.
4.3.3 provide cotton and linen garments, pieces of fabric, and fabric household items. Have learners as a group determine correct and incorrect care procedures.	Cotton and linen garments, fabrics, fabric household items. BOOK 38 The Maytag encyclopedia of home laundry.

COMPETENCIES	OBJECTIVES
The learners will be able to:	The learners will:
4 organize textile product knowledge to inform consumers about fiber and fabric characteristics in relation to the wearing properties, care procedures and end uses of the fibers. (Cont'd)	4.3. explain care procedures of fabrics made from natural plant fibers as related to fiber characteristics. (Cont'd)
	4.4 identify the characteristics of natural protein fibers (wool and silk).

SUGGESTED STRATEGIES	REFERENCES AND RESOURCES
The teacher will:	
4.3.4 distribute a copy of Care of fabrics (appendix, p. A-23) to each learner; have small groups of learners choose two similar items from strategy 4.3.3 to work with. Share the results with the rest of the class.	BOOK 38 The Maytag encyclopedia of home laundry. Cotton and linen garments, fabrics, fabric household items. Laundry equipment (school-owned or commercial). Laundry supplies (detergent, soap, bleach, fabric softener). Dry cleaning facility. Commercial spot remover supplies. Ironing equipment. APPENDIX: Care of fabrics, p. A-23.
4.3.5 provide each learner with a copy of the Fabric notebook sheet (appendix, p. A-20); have the learners examine the same swatches of cotton and linen fabrics which were mounted in their fabric notebooks to determine how the fabric construction affects the abrasion resistance and dimensional stability of the fabrics. Draw conclusions about how this would affect the care required for the fabric.	APPENDIX: Fabric notebook, p. A-20. BOOK 11 Textiles: Fiber to fabric. p. 209.
4.4.1 provide each learner with a copy of the Visual aid observation guide (appendix p. A-1). Have learners view a film introducing wool and silk; discuss major points, using visual aid.	FILMS 132 The Living fiber - wool. 123 From fleece to fashion. APPENDIX: Visual aid observation guide, p. A-1.

COMPETENCIES	OBJECTIVES
The learners will be able to:	The learners will:
4 organize textile product knowledge to inform consumers about fiber and fabric characteristics in relation to the wearing properties, care procedures and end uses of the fibers. (Cont'd)	4.4 identify the characteristics of natural protein fibers (wool and silk). (Cont'd)

SUGGESTED STRATEGIES	REFERENCES AND RESOURCES
The teacher will:	
4.4.2 present the characteristics of silk and wool fibers that attract consumers to buy silk and wool fabric.	BOOKS 39 Opportunities in clothing, pp. 100-101, 106-108. 17 Fibers and fabrics, pp. 141-145, 155-158. CURRICULUM MATERIALS 117 Clothing assistant, A217-218.
4.4.3 distribute a copy of Fiber characteristics sheet (appendix, p. A-16) to each learner; discuss the disadvantages of natural protein fibers. Have the learners read and list the limitations of silk and wool fabrics.	APPENDIX: Fiber characteristics sheet, p. A-16. BOOK 26 Textiles, pp. 16-26, 27-29.
4.4.4 have the learners select patterns appropriate for woven wool and woven silk fabric. In small group discussion determine the strength, dimensional stability and abrasion the garment will need to withstand.	OTHER RESOURCES 183 Butterick pattern catalog 185 McCall's pattern catalog 188 Simplicity pattern catalog 192 Vogue pattern catalog
4.4.5 have the learners ravel threads from the fabric samples and extract a fiber from the thread to examine under a microscope. Provide each learner with a copy of the Microscopic fiber identification (appendix, pp. A-17-18). Have the learners describe and sketch the fibers on a learner sheet.	Fabric samples. Microscope. APPENDIX: Microscopic fiber identification, pp. 17-18.

COMPETENCIES	OBJECTIVES
The learners will be able to:	The learners will:
4 organize textile product knowledge to inform consumers about fiber and fabric characteristics in relation to the wearing properties, care procedures and end uses of the fibers. (Cont'd)	4.4 identify the characteristics of natural protein fibers (wool and silk). (Cont'd)
	4.5 identify end uses of fabrics made from natural protein fibers.

SUGGESTED STRATEGIES	REFERENCES AND RESOURCES
The teacher will:	
4.4.6 provide each learner with copies of Fiber reaction tests (appendix, p. A-19) and Fabric notebook sheet (appendix, p. A-20). Refer to Chemical solubility (appendix, pp. B-1-2) for complete instructions. Have the learners ravel threads from fabric samples and burn some. Have learners treat some of the threads with chlorine bleach and acetone. Have the learners describe reactions to flame and chemicals on learners sheet. Have the learners mount the fabric in fabric notebook.	Fabric samples. Alcohol lamps or matches. Tweezers. Candle. Phenol. Chlorine bleach. KOH. Acetone 80% and 100%. Small glass or china dishes. BOOK Textiles: Fiber to fabric, pp. 21-34. APPENDIX: Fiber reaction tests, p. A-19. Fabric notebook, p. A-20. Chemical solubility, B-1-2.
4.4.7 have the learners refer to the Fiber classification chart (appendix, p. A-21); discuss the placement of natural protein fibers in the chart.	APPENDIX: Fiber classification chart, p. A-21.
4.5.1 have groups of learners visit a large fabric or department store, clothing stores, furniture stores and home furnishing stores to locate items containing wool or silk. Distribute a copy of End uses of fibers (appendix, p. A-22) to each learner; record information on learners sheet. Share information with the rest of the class.	Clothing stores, large fabric or department stores, furniture stores, home furnishings stores. APPENDIX: End uses of fibers, p. A-22.

COMPETENCIES	OBJECTIVES
The learners will be able to:	The learners will:
4 organize textile product knowledge to inform consumers about fiber and fabric characteristics in relation to the wearing properties, care procedures and end uses of the fibers. (Cont'd)	4.5 identify end uses of fabrics made from natural protein fibers. (Cont'd)
	4.6 explain care procedures of fabrics made from natural protein fibers as related to the fiber characteristics.

SUGGESTED STRATEGIES	REFERENCES AND RESOURCES
The teacher will:	
4.5.2 provide each learner with a Fabric notebook sheet (appendix, p. A-20) and fabric samples of silk and wool to mount. Have learners determine possible end uses from information gained in previous strategies.	Fabric samples. APPENDIX: Fabric notebook, p. A-20.
4.5.3 have learners select garment styles which would be appropriate for the various silk and wool fabrics.	Fashion magazines. OTHER RESOURCES 183 Butterick pattern catalog. 185 McCall's pattern catalog. 188 Simplicity pattern catalog. 192 Vogue pattern catalog.
4.5.4 lead a discussion summarizing the characteristics which attract customers to buy silk and wool fabric.	
4.6.1 distribute a copy of the Fiber characteristics sheet (appendix, p. A-16) to each learner; have learners review fiber characteristics as listed and discuss how the characteristics might affect care procedures.	APPENDIX: Fiber characteristics sheet, p. A-16.
4.6.2 provide references for learners to read about care of wool and silk fabrics.	BOOKS 17 Fibers and fabrics, pp. 147, 171, 172. 7 Ready set sew, p. 39. 39 Opportunities in clothing, pp. 102-103, 108.
4.6.3 provide several samples of silk and wool fabrics. Have small groups of learners suggest appropriate care procedures for the samples.	Fabric samples.

COMPETENCIES	OBJECTIVES
The learners will be able to: 4 organize textile product knowledge to inform consumers about fiber and fabric characteristics in relation to the wearing properties, care procedures and end uses of the fibers. (Cont'd)	The learners will: 4.6 explain care procedures of fabrics made from natural protein fibers as related to the fiber characteristics. (Cont'd)
	4.7 identify the characteristics of man-made cellulosic fibers (acetate, rayon, triacetate).

SUGGESTED STRATEGIES	REFERENCES AND RESOURCES
The teacher will:	
4.6.4 have each small group of learners carry out recommended care procedure for their sample. Have them determine if the results are satisfactory. Have same group carry out improper care procedure on an identical piece of fabric. Provide each learner with a copy of Care of fabrics (appendix, p. A-23); compare and record results. Share results with the class.	Fabric samples Laundry equipment (school-owned or commercial). Dry cleaning facility. Ironing equipment. Laundry supplies (detergent, soap, bleach, fabric softener). Spot remover supplies. APPENDIX: Care of fabrics, p. A-23.
4.6.5 arrange a field trip to a dry cleaning establishment so learners can observe professionals performing correct care procedures for wool and silk garments. Provide each learner with a copy of Care of fabrics (appendix, p. A-23); procedures and results can be recorded.	Dry cleaning establishment. APPENDIX: Care of fabrics, p. A-23.
4.6.6 have the learners examine the same swatches of wool and linen fabric which they mounted in their fabric notebooks to determine how the fabric construction affects the abrasion resistance and dimensional stability of the fabrics. Draw conclusions about how this would affect the care required for the fabric.	Students' copies of fabric notebooks.
4.7.1 show film strip about acetate and discuss filmstrip or film. Provide each learner with a copy of Visual aid observation guide (appendix, p. A-1).	FILMSTRIP 141 Interplay - The story of man-made fibers. APPENDIX: Visual aid observation guide, p. A-1.

COMPETENCIES	OBJECTIVES
The learners will be able to:	The learners will:
4 organize textile product knowledge to inform consumers about fiber and fabric characteristics in relation to the wearing properties, care procedures and end uses of the fibers. (Cont'd)	4.7 identify the characteristics of man-made cellulosic fibers (acetate, rayon, triacetate). (Cont'd)

SUGGESTED STRATEGIES	REFERENCES AND RESOURCES
The teacher will:	
4.7.2 provide resources for the learners to read about advantages and disadvantages of man-made cellulosic fibers.	BOOKS 26 Textiles, pp. 46-56. 19 Textiles for teens, pp. 23-27. 17 Fibers and fabrics, pp. 185-192. CURRICULUM MATERIAL 117 Clothing assistant, pp. A-223-A-225.
4.7.3 provide each learner with a copy of Fiber characteristics sheet (appendix, p. A-16); lead a discussion and list the advantages and disadvantages of man-made cellulosic fibers.	APPENDIX: Fiber characteristics sheet, p. A-16.
4.7.4 lead learners [illegible] group discussion of characteristics of man-made cellulosic fibers and how the characteristics affect the wearing comfort of the fabrics.	
4.7.5 have the learners ravel threads from fabric samples and extract some fibers to examine under a microscope. Provide each learner with a copy of Microscopic fiber identification sheet (appendix, p. A-17-18)Have the learners describe and sketch the fibers on a learner's sheet.	Fabric samples. Microscope. APPENDIX: Microscopic fiber identification, pp. A-17-18.

COMPETENCIES	OBJECTIVES
The learners will be able to:	The learners will:
4 organize textile product knowledge to inform consumers about fiber and fabric characteristics in relation to the wearing properties, care procedures and end uses of the fibers. (Cont'd)	4.7 identify the characteristics of man-made cellulosic fibers (acetate, rayon, triacetate). (Cont'd)
	4.8 identify end uses of fabrics made from man-made cellulosic fibers.

SUGGESTED STRATEGIES	REFERENCES AND RESOURCES
The teacher will:	
4.7.6 have the learners ravel threads from fabric samples and burn some. Have learners treat some of the threads with chlorine bleach and acetone. Provide each learner with copies of Fiber reaction tests (appendix, p. A-19) and Fabric notebook sheet (appendix, p. A-20). (Refer to Chemical solubility (appendix, p. B-1-2) for complete instructions.) Have the learners describe reactions to flame and chemicals on learners sheet. Have the learners mount the fabric in fabric notebook.	Fabric samples. Alcohol lamps or matches. Tweezers. Candle. Phenol. Chlorine bleach. KOH. Acetone 80% and 100%. Evaporating dish. Glass rods. Watch glass. BOOK 11 Textiles: Fiber to fabric, pp. 21-34. APPENDIX: Fiber reaction tests, p. A-19. Fabric notebook, p. A-20. Chemical solubility, p. B-1-2.
4.7.7 have the learners refer to the Fiber classification chart (appendix, p. A-21); discuss the placement of man-made cellulosic fibers in the chart.	APPENDIX: Fiber classification chart, p. A-21.
4.8.1 arrange for small groups of learners to visit clothing stores, fabric stores or departments, furniture stores, and home furnishing departments to locate items and fabrics containing man-made cellulosic fibers. Provide each student with a copy of End uses of fibers (appendix, p. A-22). Learners will look for information on hang tags, bolt ends, and from salespeople and record it.	Local clothing stores, fabric stores, furniture stores, home furnishing departments. APPENDIX: End uses of fibers, p. A-22.
4.8.2 have learners inventory their clothing and fabric home furnishings, and list articles containing man-made cellulosic fibers. Have students compile a master list in class.	

COMPETENCIES	OBJECTIVES
The learners will be able to:	The learners will:
4 organize textile product knowledge to inform consumers about fiber and fabric characteristics in relation to the wearing properties, care procedures and end uses of the fibers. (Cont'd)	4.8. identify end uses of fabrics made from man-made cellulosic fibers. (Cont'd)
	4.9 explain care procedures of fabrics made from man-made cellulosic fibers as related to fiber characteristics.

SUGGESTED STRATEGIES	REFERENCES AND RESOURCES
The teacher will:	
4.8.3 distribute a copy of Fabric notebook (appendix, p. A-20) to each learner; provide learners with fabric samples containing man-made cellulosic fibers to mount. Have learners determine possible end uses from information gained in previous strategies.	Fabric samples. APPENDIX: Fabric notebook, p. A-20.
4.8.4 have learners select garment styles which would be appropriate for the various fabrics; have learners refer to copies of Fabric notebook (appendix, p. A-20).	APPENDIX: Fabric notebook, p. A-20. OTHER RESOURCES Fashion magazines, pattern books. 183 Butterick pattern catalog. 185 McCall's pattern catalog. 188 Simplicity pattern catalog. 192 Vogue pattern catalog.
4.8.5 lead learners in a group discussion of how characteristics of man-made cellulosic fibers affect the wearing comfort of the fabric.	
4.9.1 distribute a copy of Fiber characteristics sheet (appendix, p. A-16) to each learner; have learners review fiber characteristics as listed and discuss how the characteristics might affect care procedures.	APPENDIX: Fiber characteristics sheet, p. A-16.
4.9.2 provide references for learners to read about care of fabrics made from man-made cellulosic fibers.	BOOK 39 Opportunities in clothing, pp. 114-115, 117.
4.9.3 arrange for a local dry cleaner to present information concerning care of man-made cellulosic fibers.	Local dry cleaner.
4.9.4 provide several samples of man-made cellulosic fabrics. Have small groups of learners determine appropriate care procedures for the sample.	Fabric samples.

COMPETENCIES	OBJECTIVES
The learners will be able to:	The learners will:
4 organize textile product knowledge to inform consumers about fiber and fabric characteristics in relation to the wearing properties, care procedures and end uses of the fibers. (Cont'd)	4.9 explain care procedures of fabrics made from man-made cellulosic fibers as related to fiber characteristics. (Cont'd)
	4.10 identify the characteristics of various synthetic fibers (acrylic, modacrylic, nylon, olefin, polyester, rubber and spandex).

SUGGESTED STRATEGIES	REFERENCES AND RESOURCES
The teacher will:	
4.9.5 have each small group of learners carry out correct and incorrect care procedures on identical fabric samples. Provide each learner with a copy of Care of fabrics (appendix, p. A-23); record procedure and results.	Fabric samples. Laundry equipment (school-owned or commercial). Laundry supplies (detergent, soap, bleach, fabric softener). Dry cleaning facility. Ironing equipment. Spot remover supplies. APPENDIX: Care of fabrics, p. A-23.
4.9.6 have the learners examine the same swatches of man-made cellulosic fabrics which they mounted in their fabric notebooks to determine how the fabric construction affects the abrasion resistance and dimensional stability of the fabrics. Draw conclusions about how this would affect the care required for the fabric (appendix, p. A-20).	APPENDIX: Fabric, p. A-20.
4.10.1 divide the learners into small groups for a brainstorming session to list words that relate to synthetic fibers. As a large group the learners will develop a master list of characteristics.	
4.10.2 have the learners read about characteristics in relation to advantages and disadvantages of synthetic fabrics. Have the learners compare with the master list of characteristics.	BOOKS 26 Textiles, pp. 39-45. 19 Textiles for teens, pp. 12-16. 57 Introduction to textiles, pp. 194-251.

COMPETENCIES	OBJECTIVES
The learners will be able to:	The learners will:
4 organize textile product knowledge to inform consumers about fiber and fabric characteristics in relation to the wearing properties, care procedures and end uses of the fibers. (Cont'd)	4.10 identify the characteristics of various synthetic fibers (acrylic, modacrylic, nylon, olefin, polyester, rubber and spandex). (Cont'd)

SUGGESTED STRATEGIES	REFERENCES AND RESOURCES
The teacher will:	
4.10.3 have the learners view a film/filmstrip; provide a copy of Visual aid observation guide (appendix, p. A-1). Discuss the major points as they apply to fabric.	FILM 127 The way it is with man-made fibers. FILMSTRIP 141 Interplay - The story of man-made fibers. APPENDIX: Visual aid observation guide, p. A-1.
4.10.4 provide resources for the learners to read to identify the characteristics of specific synthetic fibers. Provide a copy of Fiber characteristics sheet (appendix, p. A-16) for each learner; have the learners list advantages and disadvantages. Have the learners compare the characteristics of acrylics and modacrylics, nylon and polyester, rubber and spandex.	APPENDIX: Fiber characteristics sheet, p. A-16. BOOKS 33 Elements of textiles, pp. 159-174 26 Textiles, pp. 57-79 19 Textiles for teens, pp. 28-34. 57 Introduction to textiles, pp. 194-225. 17 Fibers and fabrics, pp. 201-206, 211-215, 223-225, 227-233, 235-238. CURRICULUM MATERIAL 117 Clothing assistant, pp. A-226-A-227.
4.10.5 show a film about nylon and discuss with the learners (appendix, p. A-1).	FILM 128 The wonderful world of nylon. APPENDIX: Visual aid observation guide, p. A-1.

COMPETENCIES	OBJECTIVES
The learners will be able to:	The learners will:
4 organize textile product knowledge to inform consumers about fiber and fabric characteristics in relation to the wearing properties, care procedures and end uses of the fibers. (Cont'd)	4.10 identify the characteristics of various synthetic fibers (acrylic, modacrylic, nylon, olefin, polyester, rubber and spandex). (Cont'd)

SUGGESTED STRATEGIES	REFERENCES AND RESOURCES
The teacher will:	
4.10.6 have the learners design an advertisement for nylon fabric. Include major selling points.	
4.10.7 have the learners ravel threads from fabric samples and extract some fibers to examine under a microscope. Provide each learner with a copy of the Microscopic fiber identification sheet (appendix, p.A-17-18) have the learners describe and sketch the fibers.	Fabric samples. Microscopes. APPENDIX: Microscopic fiber identification, pp. A-17-18.
4.10.8 provide each learner with a copy of Fiber reaction tests sheet (appendix, p. A-19) and have them complete the appropriate lab tests. Provide each learner with a copy of the Fabric notebook sheet (appendix, p. A-20). (Refer to Chemical solubility (appendix, p. B-1-2) for complete instructions.)	Fabric samples. Alcohol lamps or matches. Tweezers. Candle. Phenol. Chlorine bleach. Acetone 80% and 100%. Evaporating dish. Watch glass. Glass rods. APPENDIX: Fiber reaction tests, p. A-19. Fabric notebook, p. A-20. BOOKS 57 Introduction to textiles, pp. 210-221, 222-225. 26 Textiles, p. 76, 77-79. 2 Textile handbook, pp. 14-15. 11 Textiles: Fiber to fabric, pp.21-34. APPENDIX: Chemical solubility, p. B-1-2

COMPETENCIES	OBJECTIVES
The learners will be able to:	The learners will:
4 organize textile product knowledge to inform consumers about fiber and fabric characteristics in relation to the wearing properties, care procedures and end uses of the fibers. (Cont'd)	4.10 identify the characteristics of various synthetic fibers (acrylic, modacrylic, nylon, olefin, polyester, rubber and spandex). (Cont'd)
	4.11 identify end uses of fabrics made from synthetic fibers (acrylic, modacrylic, nylon, olefin, polyester, rubber and spandex).

SUGGESTED STRATEGIES	REFERENCES AND RESOURCES
The teacher will:	
4.10.9 have the learners refer to the Fiber classification chart (appendix, p. A-21); discuss the placement of various synthetic fibers in the chart.	APPENDIX: Fiber classification chart, p. A-21 .
4.10.10 have a local FHA-HERO chapter organize and teach an adult class in textiles for the community.	
4.11.1 provide each learner with a copy of End uses of fibers sheet (appendix, p. A-22); have the learners list the clothing, furnishings and household items which contain specific synthetic fibers.	APPENDIX: End uses of fibers, p. A-22 .
4.11.2 arrange for groups of learners to visit fabric stores or departments, apparel stores, furniture stores, and home furnishing stores or departments. Look for different items containing each of the synthetic fibers. Provide each learner with End uses of fibers (appendix, p. A-22); record information.	Local fabric stores or departments, apparel stores, furniture stores, home furnishing stores or departments. APPENDIX: End uses of fibers, p. A-22 .
4.11.3 provide each learner with Fabric notebook sheets (appendix, p. A-20); provide learners with samples of fabrics containing different synthetic fibers to mount. Have learners suggest possible end uses for each fabric as determined by other strategies.	Fabric samples. APPENDIX: Fabric notebook, p. A-20 .
4.11.4 provide the learners with resources to find information about polyester-blend fabrics.	BOOKS 2 Textile handbook, pp. 19-20. 57 Introduction to textiles, p. 231.
4.11.5 discuss with learners why polyester fibers are blended with other fibers.	BOOKS 26 Textiles, pp. 104-106. 19 Textiles for teens, p. 31.

COMPETENCIES	OBJECTIVES
The learners will be able to:	The learners will:
4 organize textile product knowledge to inform consumers about fiber and fabric characteristics in relation to the wearing properties, care procedures and end uses of the fibers. (Cont'd)	4.11 identify end uses of fabrics made from synthetic fibers (acrylic, modacrylic, nylon, olefin, polyester, rubber and spandex). (Cont'd)
	4.12 explain care procedures of fabric made from synthetic fibers as related to the fiber characteristics.

SUGGESTED STRATEGIES	REFERENCES AND RESOURCES
The teacher will:	
4.11.6 arrange for learners to visit fabric stores and list the synthetic-blend fabrics available.	Local fabric stores or fabric departments.
4.11.7 provide each learner with Trade names for synthetic fibers (appendix, p. A-24); help learners determine trade names for synthetic fibers by providing resources and arranging field trips to fabric stores for the learners to gather information.	BOOKS 2 Textile handbook, pp. 14, 20,31. 51 Applied textiles, pp. 15-16, 20. 57 Introduction to textiles, p. 210. Local fabric stores. APPENDIX: Trade names for synthetic fibers, p. A-24..
4.11.8 have learners select garment styles which are suitable for the fabric samples they have mounted in their fabric notebooks. List the criteria considered in the selections in learner notebooks.	Learner notebooks. Fashion magazines, pattern books.
4.12.1 provide resources for the learners to read. Discuss with the learners the care procedures for acrylic and modacrylic fabrics.	PAMPHLET 93 Facts on fibers and finishes. BOOKS 17 Fibers and fabrics, pp. 218-220, 223-225. 57 Introduction to textiles, pp. 210-221, 222-225. 26 Textiles, p. 76, 77-79. 2 Textile handbook, pp. 14-15.

COMPETENCIES	OBJECTIVES
The learners will be able to:	The learners will:
4 organize textile product knowledge to inform consumers about fiber and fabric characteristics in relation to the wearing properties, care procedures and end uses of the fibers. (Cont'd)	4.12 explain care procedures of fabric made from synthetic fibers as related to the fiber characteristics. (Cont'd)

SUGGESTED STRATEGIES	REFERENCES AND RESOURCES
The teacher will:	
4.12.2 provide acrylic fabric swatches for learners to experiment with care procedures and draw conclusions about the appropriate methods; provide each learner with a copy of Care of fabrics (appendix, p. A-23) to complete.	Fabric swatches. Laundry equipment (school-owned or commercial). Laundry supplies. Dry cleaning establishment. Ironing equipment. APPENDIX: Care of fabrics, p. A-23.
4.12.3 provide learners with modacrylic swatches for small groups to work with pressing and drying temperatures.	Fabric samples. Drying equipment. Ironing equipment.
4.12.4 have the learners draw conclusions and discuss the appropriate pressing and drying temperatures for modacrylic (appendix, p. A-23).	APPENDIX: Care of fabrics, p. A-23.
4.12.5 provide references for the learners to read about nylon. Demonstrate spot and stain removal on nylon fabrics.	PAMPHLET 93 Facts on fibers and finishes. BOOKS 2 Textiles handbook, pp. 18-19. 26 Textiles, pp. 61-62. 57 Introduction to textiles, pp. 202-204. commercial spot removers nylon garments
4.12.6 have the learners generalize the laundry procedures used for nylon.	BOOK 17 Fibers and fabrics, pp. 207-210.

COMPETENCIES	OBJECTIVES
The learners will be able to:	The learners will:
4 organize textile product knowledge to inform consumers about fiber and fabric characteristics in relation to the wearing properties, care procedures and end uses of the fibers. (Cont'd)	4.12 explain care procedures of fabric made from synthetic fibers as related to the fiber characteristics. (Cont'd)

SUGGESTED STRATEGIES	REFERENCES AND RESOURCES
The teacher will:	
4.12.7 present the care procedures used for olefin fabrics; have learners discuss how the properties affect care procedures.	BOOKS 57 Introduction to textiles, pp. 240-241. 17 Fibers and fabrics, p. 237. 2 Textile handbook, p. 19. PAMPHLET 93 Facts on fibers and finishes.
4.12.8 have small groups read and determine the appropriate care procedures for polyester fabric.	BOOKS 57 Introduction to textiles, pp. 229-231. 17 Fibers and fabrics, p. 214. 26 Textiles, pp. 65-69. PAMPHLET 93 Facts on fibers and finishes
4.12.9 have the learners role-play a selling situation to present the care procedures for polyester knit and woven fabrics to the "customer".	BOOK 11 Textiles: Fiber to fabric, pp. 405-420.
4.12.10 discuss how static electricity affects the care of polyester.	BOOK 38 The Maytag encyclopedia of home laundry.
4.12.11 provide references for learners to read about rubber and spandex. Have the learners prepare a check list of appropriate care procedures for rubber and spandex.	PAMPHLET 93 Facts on fibers and finishes. BOOKS 26 Textiles, pp. 95-97

COMPETENCIES	OBJECTIVES
The learners will be able to:	The learners will:
4 organize textile product knowledge to inform consumers about fiber and fabric characteristics in relation to the wearing properties, care procedures and end uses of the fibers. (Cont'd)	4.12 explain care procedures of fabric made from synthetic fibers as related to the fiber characteristics. (Cont'd)

SUGGESTED STRATEGIES	REFERENCES AND RESOURCES
The teacher will:	
4.12.12 have the learners compare how care procedures and wear affect rubber and spandex.	BOOKS 17 Fibers and fabrics, pp. 229-232. 57 Introduction to textiles, pp. 244-246.
4.12.13 distribute Care of fabric (appendix, p. A-23) to each learner. Plan and carry out a laundry experience for learners to sort and specify laundry load, cycle and temperature for clothing and household items made from synthetic fibers. Evaluate results considering color and cleanliness.	APPENDIX: Care of fabric, p. A-23. Fabric softener. Detergent. Garments. Fabric household items. BOOKS 38 Maytag encyclopedia of home laundry. 2 Textile handbook, pp. 85-91.
4.12.14 provide several samples of synthetic fabrics. Have small groups of learners determine appropriate care procedures for the samples.	Fabric samples.

COMPETENCIES	OBJECTIVES
The learners will be able to:	The learners will:
4 organize textile product knowledge to inform consumers about fiber and fabric characteristics in relation to the wearing properties, care procedures and end uses of the fibers. (Cont'd)	4.12 explain care procedures of fabric made from synthetic fibers as related to the fiber characteristics. (Cont'd)
	4.13 explain the function of the FTC and laws governing fiber identification.

SUGGESTED STRATEGIES	REFERENCES AND RESOURCES
The teacher will:	
4.12.15 have each small group of learners carry out correct and incorrect care procedures on identical fabric samples. Allow class time for all learners to examine the results of incorrect care procedures; distribute copies of Care of fabrics (appendix, p. A-23) for each learner to use.	Fabric samples. Laundry equipment (school-owned or commercial. Laundry supplies (detergent, soap, bleach, fabric softener). Dry cleaning facility. Ironing equipment (steam iron, ironing board). Spot remover supplies. APPENDIX: Care of fabrics, p. A-23.
4.12.16 have the learners examine the same swatches of synthetic fabrics which they mounted in their notebooks to determine how the fabric construction affects the abrasion resistance and dimensional stability of the fabric. Draw conclusions about how this would affect the care required for the fabric.	Learner fabric notebook.
4.13.1 present information and lead a discussion about the FTC and laws governing fiber identification using labels from fabric and clothing mounted on a bulletin board.	BOOKS 39 Opportunities in clothing, pp. 87, 91, 93-94, 99. 2 Textile handbook, pp. 101-105. 58 Guide to modern clothing, pp. 146-150.
4.13.2 have learners visit fabric and clothing stores and look for required information on hang tags. Distribute Label evaluation sheet (appendix, p. A-25) and use these to record information.	Fabric stores. Apparel stores. APPENDIX: Label evaluation sheet, p. A-25.

COMPETENCIES	OBJECTIVES
The learners will be able to:	The learners will:
4 organize textile product knowledge to inform consumers about fiber and fabric characteristics in relation to the wearing properties, care procedures and end uses of the fibers. (Cont'd)	4.13 explain the function of the FTC and laws governing fiber identification. (Cont'd)

SUGGESTED STRATEGIES	REFERENCES AND RESOURCES
The teacher will: 4.13.3 provide learners with independent study material about textile legislation.	BOOKS 26 Textiles, pp. 39, 40. 2 Textiles handbook, pp. 101-105. 45 Fabric science, pp. 360-370. LEARNING PACKAGE 179 Hung-up on hang-tags?

COMPETENCIES	OBJECTIVES
The learners will be able to:	The learners will:
5 analyze the characteristics of the different fabric construction methods.	5.1 recognize the advantages and disadvantages of woven fabric.

SUGGESTED STRATEGIES	REFERENCES AND RESOURCES
The teacher will:	
5.1.1 assign readings for the learners to learn about the various types of weaves.	TRANSPARENCIES 175 See and sew, Volume I, folder 4, frame 10b. BOOKS 26 Textiles, pp. 131-147. 33 Elements of textiles, p. 217-239.
5.1.2 provide each learner with a copy of the Fabric classification chart (appendix, p. A-26); lead a discussion on fabric construction. Have the learners identify the fabric construction of samples.	APPENDIX: Fabric classification chart, p. A-26. Fabric swatches.
5.1.3 lead the learners in a discussion to identify woven fabric; have the learners examine and analyze fabrics of the clothes they are wearing. Pinpoint the distinguishing characteristics.	BOOKS 8 The Vogue sewing book, pp. 36-37. 26 Textiles, pp. 131-147.
5.1.4 have individual learners weave samples of the three basic weaves.	Colored paper and/or yarn. BOOK 26 Textiles, pp. 138-147.
5.1.5 have the learners select appropriate fabric weaves for patterns selected from pattern books. Note the differences in strength, abrasion resistance, dimensional stability for plain, twill and satin weaves.	OTHER RESOURCES 183 Butterick pattern catalog 185 McCall's pattern catalog 188 Simplicity pattern catalog 192 Vogue pattern catalog

COMPETENCIES	OBJECTIVES
The learners will be able to:	The learners will:
5 analyze the characteristics of the different fabric construction methods. (Cont'd)	5.1 recognize the advantages and disadvantages of woven fabric. (Cont'd)
	5.2 identify the advantages and disadvantages of knit fabrics.

SUGGESTED STRATEGIES	REFERENCES AND RESOURCES
The teacher will:	
5.1.6 provide each learner with the Visual aid observation guide (appendix, p. A-1); have learners view slides or filmstrip on weaving and discuss.	SLIDES 162 Weaving. APPENDIX: Visual aid observation guide, p. A-1.
5.2.1 lead a group discussion of the advantages of knit fabric for wear and for garment construction. Have learners list garments in own wardrobe that are knit, why they do or do not like knit fabric.	TRANSPARENCIES 175 See and sew, Volume I, frame 10d. BOOKS 33 Elements of textiles, pp. 246-252. 26 Textiles, p. 175.
5.2.2 distribute a copy of Knit questions (appendix, p. A-27) to each learner; after completion, lead discussion.	APPENDIX: Knit questions, p. A-27.
5.2.3 provide each learner with a copy of the Visual aid observation guide (appendix, p. A-1); have learners view slides or filmstrip on knitting and discuss.	FILMSTRIP 139 Fundamentals of sewing: Knits. SLIDES 163 Knitting. APPENDIX: Visual aid observation guide, p. A-1. PAMPHLET 109 Stretch gauge for knits.
5.2.4 provide fabric swatches of knit fabric: hosiery, jersey, double knit and tricot. Have learners compare the strength, abrasion resistance and dimensional stability of knits to wovens.	Fabric samples.

COMPETENCIES	OBJECTIVES
The learners will be able to:	The learners will:
5 analyze the characteristics of the different fabric construction methods. (Cont'd)	5.3 determine the uses of multicomponent fabrics, the advantages and disadvantages of using this type of fabric.
	5.4 compile a list of nonwoven fabrics and the uses for the fabrics, the advantages and disadvantages of nonwoven fabric.

SUGGESTED STRATEGIES	REFERENCES AND RESOURCES
The teacher will:	
5.3.1 have the learners read about multicomponent fabrics.	BOOK 26 Textiles, pp. 170-173.
5.3.2 provide swatches of multicomponent fabrics for learners to select appropriate garment styles from a pattern book.	Fabric samples. OTHER RESOURCES 183 Butterick pattern catalog. 185 McCall's pattern catalog. 188 Simplicity pattern catalog. 192 Vogue pattern catalog.
5.4.1 have students read references and discuss information about nonwoven fabric.	BOOK 26 Textiles, pp. 201-207.
5.4.2 provide swatches of nonwoven fabric for the learners to discuss how each would be used.	Fabric samples.
5.4.3 have the learners determine the demand for nonwoven fabrics at local stores.	Local fabric stores.

COMPETENCIES	OBJECTIVES
The learner will be able to:	The learner will:
6 determine dyeing, printing and finishing methods used in the textile industry.	6.1 identify the fibers and fabrics requiring shrinkage control.

SUGGESTED STRATEGIES	REFERENCES AND RESOURCES
The teacher will:	
6.1.1 assign reading for learners to learn about the types of shrinkage.	BOOKS 26 Textiles, pp. 236-240. 17 Fibers and fabrics, pp. 63-69.
6.1.2 discuss the differences between each of the types of shrinkage and causes of shrinkage.	BOOKS 26 Textiles, p. 236. 17 Fibers and fabrics, pp. 63-69. 45 Fabric science, pp. 261-263 11 Textiles: Fiber to fabric, pp. 182-186.
6.1.3 list the trade names of finishes applied for shrinkage control and have the learners discuss the advantages or disadvantages of finishes used to control shrinkage.	BOOK 2 Textiles handbook, p. 53, pp. 56-57.
6.1.4 provide each learner with a copy of Shrinkage evaluation (appendix, p. A-25); carry out the laboratory and discuss the results.	Muslin Indelible ink pen. Washing machine Iron Ruler Detergent Pressing board APPENDIX: Shrinkage evaluation, p. A-25.
6.1.5 have the learners relate any personal experiences they have had with shrinkage problems.	

COMPETENCIES	OBJECTIVES
The learner will be able to:	The learner will:
6 determine dyeing, printing and finishing methods used in the textile industry. (Cont'd)	6.2 explain the different types of finishes that affect the fabric's appearance.
	6.3. compare the finishes applied to fabrics for ease of care.

SUGGESTED STRATEGIES	REFERENCES AND RESOURCES
The teacher will:	
6.2.1 list the finishes that improve fabric appearance from a brainstorming session with learners suggestions. Have learners discuss how the fibers and yarns are changed and the advantages and disadvantages of each finish.	BOOKS 26 Textiles, p. 218. 2 Textile handbook, p. 50. 11 Textiles: Fiber to fabric, pp. 175-221. 45 Fabric science, pp. 245-267.
6.2.2 have the learners examine mechanical and chemical finishes on fabric swatches. Have the learners work in small groups with selected fabric swatches of mechanical finishes, determine end uses for the swatches.	Fabric samples.
6.2.3 provide each learner with a copy of Matching finishes (appendix, p. A-29-30). Have the learners complete the matching and lead a discussion on finishes. (Teacher can refer to Matching finishes key, (appendix, p. B-3).)	APPENDIX: Matching finishes, pp. A-29-30. Matching finishes key, p. B-3.
6.3.1 provide each learner with a Visual aid observation guide (appendix, p. A-1); have learners view slides on finishing, and then define and discuss: wrinkle resistant finishes wash and wear finishes permanent or durable press including advantages to be gained from these finishes.	FILMSTRIP 137 Textiles - it's all in the finish. APPENDIX: Visual aid observation guide, p. A-1. BOOKS 2 Textiles handbook, p. 55. 45 Fabric science, pp. 255-259 PAMPHLETS 93 Facts on fibers and finishes.
6.3.2 bring in samples of fabric or garments with different finishes applied. Have the learners discuss how appropriate the finish is for the end use of the garment or fabric.	Fabric samples and garments.

COMPETENCIES	OBJECTIVES
The learner will be able to:	The learner will:
6 determine dyeing, printing and finishing methods used in the textile industry. (Cont'd)	6.3 compare the finishes applied to fabrics for ease of care. (Cont'd)
	6.4 collect information about finishes applied to fabrics for safety purposes.

SUGGESTED STRATEGIES	REFERENCES AND RESOURCES
The teacher will:	
6.3.3 provide a copy of Fabric wrinkle resistance evaluation (appendix, p. A-31) for each learner; after completing the assignment, lead a discussion comparing the results and conclusions.	APPENDIX: Fabric wrinkle resistance evaluation, p. A-31. Fabric samples.
6.3.4 have the learners visit fabric and apparel stores or departments and find examples of similar fabrics or clothing with and without care-related finishes. Compare cost.	Fabric stores and departments. Apparel stores and departments.
6.4.1 discuss how flammability legislation has affected the consumer (Flammable Fabrics Act).	BOOKS 45 Fabric science, p. 253 2 Textiles handbook, pp. 103-104. 26 Textiles, pp. 66, 241-243. PAMPHLET 95 Guide to man-made fibers.
6.4.2 provide each learner with a copy of Flammability of wearing apparel (appendix, pp. A-32-37) to read and discuss how it relates to fabric and apparel businesses.	APPENDIX: Flammability of wearing apparel, pp. A-32-37.
6.4.3 provide each learner with the Flammability survey sheet (appendix, p. A-38); have learners take a survey of household furnishings, apparel and yard goods that currently have flammability protection.	APPENDIX: Flammability survey sheet, p. A-38.
6.4.4 distribute a copy of Burning characteristics of textile fibers (appendix, pp. A-39-40) to each learner and lead a discussion.	APPENDIX: Burning characteristics of textile fibers, pp. A-39-40. BOOK 45 Fabric science, pp. 278-279.

COMPETENCIES	OBJECTIVES
The learner will be able to:	The learners will:
6 determine dyeing, printing and finishing methods used in the textile industry. (Cont'd)	6.4 collect information about finishes applied to fabrics for safety purposes. (Cont'd)
	6.5 determine the characteristics of dye classes and dyeing processes.

SUGGESTED STRATEGIES	REFERENCES AND RESOURCES
The teacher will:	
6.4.5 have the learners work in small groups and list all the places non-flammable fabrics can be used.	
6.4.6 have the learners view a filmstrip on fiber flammability and discuss the importance of safety as it relates to fabric and human life using Visual *aid observation guide* (appendix, p. A-1).	FILMSTRIP 148 *Fire, fabrics and you!* APPENDIX: *Visual aid observation guide*, p. A-1.
6.5.1 divide the learners into small groups to research and report dye classification.	BOOKS 11 *Textiles: Fiber to fabric*, pp. 224-228. 2 *Textile handbook*, p. 58.
6.5.2 distribute *Principal classes of synthetic dyes* (appendix, p. A-41) to each learner and discuss the qualities of the various dyes.	BOOK 11 *Textiles: Fiber to fabric*, pp. 230-235. APPENDIX: *Principal classes of synthetic dyes*, p. A-41.
6.5.3 have the learners identify the kind of dye used on a variety of samples.	Fabric bundles.
6.5.4 provide each learner with *Dyeing notes* (appendix, p. A-42) to complete; discuss the findings.	BOOKS 2 *Textile handbook*, pp. 60-61. 45 *Fabric science*, pp. 208-214. 11 *Textiles: Fiber to fabric*, pp. 228-241. APPENDIX: *Dyeing notes*, p. A-42.

COMPETENCIES	OBJECTIVES
The learner will be able to:	The learners will:
6 determine dyeing, printing and finishing methods used in the textile industry. (Cont'd)	6.5 determine the characteristics of dye classes and dyeing processes. (Cont'd)
	6.6 recognize how fabrics are colored and printed.

SUGGESTED STRATEGIES	REFERENCES AND RESOURCES
The teacher will:	
6.5.5 provide each learner with a Dyeing and finishing trip form (appendix, p. A-43); take the learners on a field trip to a dyeing and finishing plant to observe operation.	APPENDIX: Dyeing and finishing trip, p. A-43.
6.5.6 observe the slides and discuss the major points (appendix, p. A-39). Provide learners with a copy of Visual aid observation guide, (appendix, p. A-1.)	SLIDES 164 Finishing, dyeing and printing. APPENDIX: Dyeing notes, p. A-39 . Visual aid observation guide, p. A-1.
6.5.7 provide each learner with a set of swatches and a Dye evaluation sheet (appendix, p. A-44) to determine the dyeing method used for fabrics.	Set of swatches APPENDIX: Dye evaluation sheet, p. A-44.
6.6.1 divide the learners into small groups to read about the coloring of fabrics. Key words: pigments dyes dyeing process	BOOKS 17 Fibers and fabrics, pp. 51-57. 11 Textiles: Fiber to fabric, pp. 240-244. 45 Fabric science, pp. 292-304.

COMPETENCIES	OBJECTIVES
The learner will be able to:	The learners will:
6 determine dyeing, printing and finishing methods used in the textile industry. (Cont'd)	6.6 recognize how fabrics are colored and printed. (Cont'd)

SUGGESTED STRATEGIES

The teacher will:

6.6.2 have the learners use different methods such as block printing, tie-dyeing and batik to create textile designs; give learners a copy of Block printing supply list (appendix, p. A-92), Tie-dyeing supply list (appendix, p. A-93), and Batik supply list (appendix, p. A-94). Refer to Directions for block printing (appendix, p. B-12), Directions for tie-dyeing (appendix, p. B-13), and Directions for batik (appendix, P. B-17). These directions may be reproduced for learner copies.

REFERENCES AND RESOURCES

APPENDIX: Block printing and supply list, p. A-92.

Tie-dyeing supply list, p. A-93

Batik supply list, p. A-94.

Directions for block printing, p. B-12.

Directions for tie-dyeing, p. B-13.

Directions for batik, p. B-17.

Fabric
Batik wax and dye
Matches
Brush and Tjanting needle
Gum tragacanth paste
Iron, ironing board
Linoleum block and cutting tools.
Brayer
Textile colors and extendors
Turpentine
Paper towels
Palette knife and glass
Glass rods
Clorox
String
Needle, scissors, thread
Rubber gloves
Marbles, pebbles, buttons
Enamel bowls
Vinegar, salt
Cheese cloth
Stretcher frame

COMPETENCIES	OBJECTIVES
The learner will be able to:	The learners will:
6 determine dyeing, printing and finishing methods used in the textile industry. (Cont'd)	6.6 recognize how fabrics are colored and printed. (Cont'd)

SUGGESTED STRATEGIES	REFERENCES AND RESOURCES
The teacher will:	
6.6.3 provide each learner with a copy of Colorfastness evaluation (appendix, p. A-45); have the learners experiment with the colorfastness of the dyed samples. Discuss the results.	dyed samples washing machine or Launder-Ometer detergent Fade-Ometer Crockmeter APPENDIX: Colorfastness evaluation, p. A45 .
6.6.4 provide each learner with a copy of Printing notes (appendix, p. A-46) to complete; discuss the major points.	BOOKS 45 Fabric science, pp. 223-241. 11 Textiles: Fiber to fabric, pp. 245-263. APPENDIX: Printing notes, p. A-46.
6.6.5 provide each learner with a copy of Printing methods (appendix, p. A-47) and discuss the advantages and disadvantages.	APPENDIX: Printing methods, p. A-47. BOOK 45 Fabric science, pp. 232-233.
6.6.6 have the learners identify the various methods of printing fabrics; distribute a Printed fabric evaluation sheet (appendix, p. A-48) to each learner.	Set of swatches APPENDIX: Printed fabric evaluation sheet, p. A48..
6.6.7 have the learners design a sophisticated floral suitable for women's wear using dyes, pen and ink technique and one to five colors.	Sketching paper, drawing pens and ink paints.
6.6.8 have learners develop a bold design for men's wear using any technique and one to four colors.	Sketching paper, drawing pens and ink paints.

COMPETENCIES	OBJECTIVES
The learners will be able to:	The learners will:
7 assist consumers in selecting correct pattern size with becoming design lines for the particular figure, appropriate fabric, and required yardage.	7.1 compare the differences in sizing used by the commercial pattern companies.
	7.2 describe the various figure types and determine the best procedure for selecting the correct size.

SUGGESTED STRATEGIES	REFERENCES AND RESOURCES
The teacher will:	
7.1.1 provide basic patterns from several different pattern companies, for the learners to compare pattern pieces to determine differences in sizing.	Basic patterns: pants skirts blouses PAMPHLET 92 *The evolution of a Simplicity pattern*.
7.1.2 have the learners select a pattern that is suitable for junior miss, misses, women's and children's figure types.	OTHER RESOURCES 183 *Butterick pattern catalog*. 185 *McCall's pattern catalog*. 188 *Simplicity pattern catalog*. 192 *Vogue pattern catalog*. BOOKS 28 *Unit method of clothing construction*, pp. 11-16. 7 *Ready set sew*, pp. 15-20.
7.2.1 have the learners determine pattern sizes needed from given sets of body measurements (men's, women's and children's body measurements).	BOOKS 8 *The Vogue sewing book*, pp. 106-111. 28 *Unit method of clothing construction*, pp. 11-16. PAMPHLETS 101 *Know your body measurements and figure type*.
7.2.2 provide each learner with a copy of *Female figure types*; (appendix, p. A-49-50); show silhouettes of the various female figure types to determine the characteristics of each type.	APPENDIX: *Female figure types* pp. A-49-50.

COMPETENCIES	OBJECTIVES
The learners will be able to:	The learners will:
7 assist consumers in selecting correct pattern size with becoming design lines for the particular figure, appropriate fabric, and required yardage. (Cont'd)	7.3 select pleasing and appropriate garment styles suitable to figure types, and body proportions (examples: petite, junior miss, misses, women's, half sizes, men's and children's).

SUGGESTED STRATEGIES	REFERENCES AND RESOURCES
The teacher will:	
7.3.1 discuss how the elements and principles of design influence the appearance of clothing on the previously discussed figure types.	BOOK 39 Opportunities in clothing, pp. 67-71, 79-82.
7.3.2 analyze common figure problems to illustrate design lines most pleasing for individuals with problem areas.	Flannel board and cardboard figures with contrasting tape.
7.3.3 provide each learner with a copy of Visual aid observation guide (appendix, A-1); show the filmstrip and lead a discussion.	FILMSTRIP 149 Figure flattery through optical illusion. APPENDIX: Visual aid observation guide, p. A-1
7.3.4 have the learners determine different commercial patterns available; provide each learner with a copy of Pattern categories (appendix, pp. A-51-55) to complete and show the results. (Refer to Pattern categories (appendix, pp. B-4-6) key.)	APPENDIX: Pattern categories, pp. A-51-55. Pattern categories key, pp. B-4-6. OTHER RESOURCES 183 Butterick pattern catalog. 185 McCall's pattern catalog. 188 Simplicity pattern catalog. 192 Vogue pattern catalog.
7.3.5 review the current fashion trends and discuss the impact of these on the fabric market.	PERIODICALS 73 Harper's bazaar. 81 Vogue. 83 Women's wear daily.

COMPETENCIES	OBJECTIVES
The learners will be able to:	The learners will:
7 assist consumers in selecting correct pattern size with becoming design lines for the particular figure, appropriate fabric, and required yardage. (Cont'd)	7.4 identify the necessary pattern terms and symbols on the pattern envelope and the pattern pieces.
	7.5 determine the relationship of fabric to garment construction (suitability of color and fabric design and characteristics of fabrics).

SUGGESTED STRATEGIES	REFERENCES AND RESOURCES
The teacher will:	
7.4.1 show transparencies about how to read a pattern.	TRANSPARENCIES 175 See and sew, Volume I.
7.4.2 distribute a variety of commercial patterns for the learners to locate and list terms and symbols used on pattern pieces and the guide sheets.	Variety of commercial patterns: pants skirts jackets. BOOKS 7 Ready set sew, p. 29. 39 Opportunities in clothing, pp. 276-279.
7.4.3 evaluate the learners knowledge of markings by having them identify unmarked pattern pieces with the correct markings.	Unmarked pattern pieces. BOOK 7 Ready set sew, pp. 15-36.
7.5.1 have the learners read about selecting fabric for garments. Discuss the findings.	BOOKS 8 The Vogue sewing book, pp. 46-50. 28 Unit method of clothing construction, pp. 17-21.
7.5.2 develop a fabric swatch file for learners to use for selection of patterns and fabric suitable for each other. The learners will present their selections tc each other in small group discussions.	CHART 170 Swatch chart. Variety of patterns.
7.5.3 have a guest speaker (tailor, seamstress, or upholsterer) speak about suitable fabric used for specific garments and/or projects.	Local business people.
7.5.4 discuss with the learners types of fabric that make construction techniques easier.	BOOKS 28 Unit method of clothing construction, pp. 17-21.

COMPETENCIES	OBJECTIVES
The learners will be able to:	The learners will:
7 assist consumers in selecting correct pattern size with becoming design lines for the particular figure, appropriate fabric, and required yardage. (Cont'd)	7.5 determine the relationship of fabric to garment construction (suitability of color and fabric design and characteristics of fabrics). (Cont'd)
	7.6 explain the necessary procedures for figuring yardage and determine the required yardage for napped and unnapped fabric.

SUGGESTED STRATEGIES	REFERENCES AND RESOURCES
The teacher will:	
7.5.5. have local FHA-HERO chapter produce a display of patterns for children's play garments with appropriate fabrics and notions for a local nursery school or day care center.	Props Patterns. Fabric sample. Notions. Nursery school or day care center.
7.5.6 provide independent learning package for the learners.	LEARNING PACKAGE 180 May I help you?
7.6.1 have learners bring in samples of napped, pile and plaid fabric; discuss the methods of working with each.	BOOKS 8 The Vogue sewing book, pp. 173-176, 203-204. 58 Guide to modern clothing, pp. 426-429, 434-435. 28 Unit method of clothing construction, pp. 17-18.
7.6.2 provide independent learning package for the learners.	LEARNING PACKAGE 178 HELP: Let's think metric.
7.6.3 have the learners view filmstrips on metric measuring as related to pattern sizing. Have learners use Visual aid observation guide (appendix, p. A-1).	FILMSTRIPS 147 The metric song. 138 At home with metric measuring. 142 Measuring metric in fashion sewing. APPENDIX: Visual aid observation guide, p. A-1.
7.6.4 provide patterns for learners to determine yardage for napped, pile or plaid fabric.	BOOKS 39 Opportunities in clothing, pp. 226-227. 58 Guide to modern clothing, p. 247. 28 Unit method of clothing construction, pp. 17-18. Patterns.

COMPETENCIES	OBJECTIVES
The learners will be able to:	The learners will:
7 assist consumers in selecting correct pattern size with becoming design lines for the particular figure, appropriate fabric, and required yardage. (Cont'd)	7.6 explain the necessary procedures for figuring yardage and determine the required yardage for napped and unnapped fabric. (Cont'd)

SUGGESTED STRATEGIES	REFERENCES AND RESOURCES
The teacher will:	
7.6.5 use napped and unnapped fabric to compare the method for laying out a pattern. Have the learners note the yardage needed and the direction of the pattern pieces.	Napped fabric. Unnapped fabric. Patterns. BOOKS 39 Opportunities in clothing, pp. 226-227. 58 Guide to modern clothing, p. 247. 28 Unit method of clothing construction, pp. 17-18.
7.6.6 provide job opportunities for the learners to receive work experience in selling patterns and fabric in a business; use the Employee/learner evaluation sheet (appendix, p. B-7-9) to evaluate the learner's progress.	Local fabric store. APPENDIX: Employee/learner evaluation sheet, p. B-7-9.
7.6.7 have the learners conduct a workshop for students who are beginning to sew; major concepts to include: selecting the correct pattern size and becoming design lines.	Fabric stores. OTHER RESOURCES 183 Butterick pattern catalog. 185 McCalls pattern catalog. 188 Simplicity pattern catalog. 192 Vogue pattern catalog. Learner notebooks.

COMPETENCIES	OBJECTIVES
The learners will be able to:	The learners will:
8 determine the appropriate notions for garment design and fabric content.	8.1 identify the fiber content of sewing thread, zippers, buttons and other notions.
	8.2 determine the factors important in thread selection.

SUGGESTED STRATEGIES	REFERENCES AND RESOURCES
The teacher will:	
8.1.1 have the learners visit a local fabric store to record the fibers used in thread, zippers and seam bindings.	Representative from local retail fabric business.
8.1.2 have the learners work in groups with samples of 5-10 different types of fabrics, matching zippers, buttons, thread and seam binding appropriate for the fiber content of each fabric.	BOOKS 39 Opportunities in clothing, p. 229. 58 Guide to modern clothing, pp. 231-233. 8 The Vogue sewing book, pp. 92-93.
8.2.1 have the learners compare spun, filament and core spun thread. Provide each learner with a copy of Thread performance (appendix, p. A-56).	CHARTS 172 Thread wall chart. Thread: spun, filament, core. Fabric swatches. Sewing machines. BOOK 45 Fabric science, p. 90-95. PAMPHLET 111 Thread. APPENDIX: Thread performance, p. A-56.
8.2.2 distribute a copy of Fabric and thread chart (appendix, p. A-57) to each learner; have the learners make a chart of the thread available in a local store. List the size and the type of fabric each size of thread is used for.	APPENDIX: Fabric and thread chart, p. A-57. Local fabric store. BOOK 8 The Vogue sewing book, pp, 91-93.

COMPETENCIES	OBJECTIVES
The learners will be able to:	The learners will:
8 determine the appropriate notions for garment design and fabric content. (Cont'd.)	8.3 analyze the factors which govern seam appearance, thread and notion selection.

SUGGESTED STRATEGIES	REFERENCES AND RESOURCES
The teacher will:	
8.3.1 prepare sample garments or have learners bring in garments for learners to analyze the seam appearance (ready to wear garments may be used also).	Garments. Sample garments.
8.3.2 provide swatches and have the learners determine by sewing the best thread size fiber content, and tension to use for each fabric.	Fabric swatches: 1. natural protein and cellulosic 2. man-made cellulosic 3. synthetic BOOKS 8 The Vogue sewing book, pp. 92-93. 45 Fabric science, p. 92. 10 Coats and Clark sewing book, pp. 118, 160.
8.3.3 have learners determine when top stitching is used as a decorator stitch.	PAMPHLETS 88 Before you sew. 89 Buttonhole twist. BOOK 10 Coats and Clark sewing book. pp. 118-160.

COMPETENCIES	OBJECTIVES
The learners will be able to:	The learners will:
8 determine the appropriate notions for garment design and fabric content. (Cont'd.)	8.4 identify the types of zippers available in relation to the selection and care for zippers in garments.
	8.5 identify appropriate care procedures for fastenings, thread and seam bindings.

SUGGESTED STRATEGIES	REFERENCES AND RESOURCES
The teacher will:	
8.4.1 discuss with the learners the types of zippers available and where each type is used.	Zipper examples: neckline dress trouser separating or jacket BOOKS 8 The Vogue sewing book, pp. 94-95. 58 Guide to modern clothing, pp. 80-81, 353-360. 7 Ready set sew, p. 71. PAMPHLET 113 Zip code. CHARTS 174 Zippers.
8.4.2 have the learners prepare samples with zippers applied to natural fabrics, man-made and synthetic fabrics to experiment with different care procedures such as preshrinking, pressing, washing and dry cleaning to determine the best care for each type of zipper.	BOOKS 7 Ready set sew, pp. 203-209. 58 Guide to modern clothing, pp. 80-81, 353-360. 28 Unit method of clothing construction, pp. 108-114. Zipper samples: neckline dress trouser separating invisible
8.5.1 provide notions for the learners to examine. Determine the fiber content of seam bindings, discuss care of the seam bindings.	Notions. BOOKS 7 Ready set sew, p. 67. 8 The Vogue sewing book, pp. 244-249.

COMPETENCIES	OBJECTIVES
The learners will be able to:	The learners will:
8 determine the appropriate notions for a garment design and fabric content. (Cont'd.)	8.5 identify appropriate care procedures for fastenings, thread and seam bindings. (Cont'd)
	8.6 determine the buttons and fastenings for various openings.

SUGGESTED STRATEGIES	REFERENCES AND RESOURCES
The teacher will:	
8.5.2 in groups have the learners apply bindings to cotton, linen, and synthetic fabrics; have learner explain the correct care procedure.	BOOK 38 Maytag encyclopedia of home laundry.
8.6.1 in small groups assign learners various garment openings to select appropriate fastenings to use for the openings.	Various openings. Appropriate fastenings BOOKS 7 Ready set sew, pp. 69-71. 58 Guide to modern clothing, pp. 351-372.
8.6.2 distribute a copy of Buttons and fastenings evaluation (appendix, p. A- 58) to each learner: provide ready to wear garments for the learners to examine and evaluate the fastenings used in the garments.	Ready to wear garments with buttons and fastenings. APPENDIX: Buttons and fastenings evaluation, p. A-38. KIT 160 Velcro fasteners.
8.6.3 arrange job opportunities and training agreements for the learners to receive training in selling notions in a business; use the Employee/learner evaluation sheet (appendix, p. B- 7-9) to evaluate the learner's progress.	Local fabric stores. APPENDIX: Employee/learner evaluation sheet, p. B-7-9.

COMPETENCIES	OBJECTIVES
The learner will be able to:	The learners will:
9 determine appropriate interfacings and linings for different fabrics.	9.1 identify the purpose and location of interfacings and linings.
	9.2 identify appropriate linings and interfacings for a sewing project.

SUGGESTED STRATEGIES	REFERENCES AND RESOURCES
The teacher will:	
9.1.1 have the learners read and discuss the purpose of interfacings and linings in garments.	BOOKS 8 The Vogue sewing book, pp. 77-79. 28 Unit method of construction, pp. 54-62. 20 Clothing for moderns, pp. 165, 480-481. 58 Guide to modern clothing, pp. 478-490. 39 Opportunities in clothing, p. 227. 7 Ready set sew, pp. 178-181.
9.1.2 provide patterns for learners to determine placement of interfacings and linings.	Patterns: men women children
9.2.1 have a fabric resource person present information about interfacings and linings on the market.	Local merchant. National trade name representative.
9.2.2 provide a copy of Interfacing and lining fabrics (appendix, p. A-59); complete a chart of interfacings and linings.	APPENDIX: Interfacing and lining fabrics, p. A-59.. BOOKS 58 Guide to modern clothing, pp. 478-490. 28 Unit method of clothing construction, p. 56. 7 Ready set sew, pp. 63-65. PAMPHLETS 105 Pellon non-wovens guidelines to shaping 1-4

COMPETENCIES	OBJECTIVES
The learners will be able to:	The learners will:
9 determine appropriate interfacings and linings for different fabrics. (Cont'd)	9.2 identify appropriate lining and interfacing for a sewing project. (Cont'd)

SUGGESTED STRATEGIES	REFERENCES AND RESOURCES
The teacher will:	
9.2.3 discuss the difference between woven, non-woven and fusible interfacing and lining fabrics in regard to the following: care availability appearance	PAMPHLET 100 The Inside story of Fashion. BOOK 8 The Vogue sewing book, pp. 80-83.
9.2.4 provide fabric swatches, and interfacing and lining samples for learners to select appropriate lining or interfacing for fabric chosen.	Fabric swatches. Interfacing and lining samples. BOOKS 39 Opportunities in clothing, pp. 227, 228. 7 Ready set sew, pp. 63-65. 28 Unit method of clothing, construction, p. 56.
9.2.5 arrange with local apparel merchants for the learners to evaluate linings and interfacings used in manufactured garments; provide copies of Evaluation of linings and interfacings in commercial garments (appendix, p. A-89) for learners to use.	BOOK 8 The Vogue sewing book, pp. 80-83. Local merchants. Local stores. APPENDIX: Evaluation of linings and interfacings in commercial garments, p. A-89.

COMPETENCIES	OBJECTIVES
The learners will be able to:	The learners will:
9 determine appropriate interfacings and linings for different fabrics. (Cont'd)	9.2 identify appropriate lining and interfacing for a sewing project. (Cont'd)

SUGGESTED STRATEGIES	REFERENCES AND RESOURCES
The teacher will:	
9.2.6. have a guest speaker present information on draperies (lining and taking measurements should be included). Provide each learner with a copy of Measuring windows accurately (appendix, p.A-60), Procedures in measuring a window (appendix, p. A-61), Fabric estimation problem 1 (appendix, p. A-62) and Fabric Estimation problem 2 (appendix, p. A-63). (Refer to Answer sheet for problem 1 (appendix p. B-10) and Answer sheet for problem 2 (appendix, p. B-11).	Drapery specialist PAMPHLETS 97 How to make draperies. 98 How to make draperies. 102 Make your own draperies. TRANSPARENCIES 176 Home decoration. APPENDIX: Measuring windows accurately, p. A-60. Procedures in measuring a window, p. A-61. Fabric estimation problem 1, p. A62 . Fabric estimation problem 2, p. A63 . Answer sheet for problem 1, p. B-10. Answer sheet for problem 2, p. B-11.
9.2.7 arrange job opportunities for the learners to receive training in selling interfacings and linings in a business; use the Employee/learner evaluation sheet (appendix, p. B-7-9) to evaluate the learner's progress.	Local fabric stores. APPENDIX: Employee/learner evaluation sheet, p. B-7-9.

COMPETENCIES	OBJECTIVES
The learners will be able to:	The learners will:
10. apply the knowledge of fabric and textiles merchandising to a business setting.	10.1 compare the different types of retail fabric stores.
	10.2 determine the major fabric sources.

SUGGESTED STRATEGIES	REFERENCES AND RESOURCES
The teacher will:	
10.1.1 have learners identify the various products and services of different fabric merchandising stores.	BOOK 39 Opportunities in clothing, pp. 153-162.
10.1.2 arrange a field trip to observe facilities, equipment and services of different fabric merchandising stores. Provide each learner with a copy of Fabric merchandising stores (appendix, p. A-64).	Local stores or Larger city stores. APPENDIX: Fabric merchandising stores, pp. A-64.
10.1.3 have the learners identify current trends of the fabric merchandising business and lead a discussion.	PERIODICALS 82 Women's wear daily. 73 Harper's Bazaar. 81 Vogue.
10.1.4 organize the class into groups and have each group plan a simulated new fabric store. Each group is to come to a conclusion on product offerings, the ultimate consumer market, and sales promotion and other selling activities. Have the learners consider the needs of men, women, children, handicapped and elderly in regard to the fabric and clothing market.	BOOKS 39 Opportunities in clothing, pp. 153-162.
10.2.1 have the learners identify some of the major textile mills.	PERIODICALS 68 American Fabrics Magazine. 79 Textile World. BOOK 45 Fabric science, p. 8.
10.2.2 have each learner research a different textile mill; provide each learner with a copy of Textile mill facts (appendix, p. A-65) to complete; share the results by reporting.	APPENDIX: Textile mill facts, p. A-65.

COMPETENCIES	OBJECTIVES
The learners will be able to:	The learners will:
10 apply the knowledge of fabric and textiles merchandising to a business setting. (Cont'd)	10.2 determine the major fabric sources. (Cont'd)
	10.3 demonstrate responsibility for publicity and promotion activities.

SUGGESTED STRATEGIES	REFERENCES AND RESOURCES
The teacher will:	
10.2.3 provide each learner with a copy of Fabric sources study guide (appendix, pp. A-66-67) to complete.	BOOK 45 Fabric science, pp. 7-18. APPENDIX: Fabric sources study guide, pp. A-66-67.
10.2.4 have the learners develop a field trip guide sheet; arrange for a field trip to a textile mill to observe the different processes.	Textile mills.
10.2.5 have the learners trace a textile product from fiber through finished fabric. Relate in writing how this article affects both the textile industry as well as themselves.	PERIODICALS Textile magazines. Textile newspapers. BOOK 45 Fabric science.
10.3.1 have the learners interview fabric salespersons and/or managers; provide each learner with a copy of Advertising interview (appendix, p. A-68).	APPENDIX: Advertising interview, p. A-68.
10.3.2 have each learner select a theme for a fabric store sales promotion; plan a local newspaper advertisement for this theme.	PERIODICALS Textile and fashion magazines. BOOKS 52 Advertising and displaying merchandise, pp. 23-25. 59 Fashion merchandising, ch. 19. 4 How to improve your retail fashion fabric business, pp. 43-90.

COMPETENCIES	OBJECTIVES
The learners will be able to:	The learners will:
10 apply the knowledge of fabric and textiles merchandising to a business setting. (Cont'd)	10.3 demonstrate responsibility for publicity and promotion activities. (Cont'd)

SUGGESTED STRATEGIES	REFERENCES AND RESOURCES
The teacher will:	
10.3.3 have each learner select a sewing machine to research and report; provide each learner with a copy of Sewing machine report (appendix, pp. A-69). Have each learner plan a sewing machine promotion and sewing machine selling demonstration.	PERIODICAL 86 Zig Zag sewing machines, Consumer Reports 37, pp. 96-102. BOOK 4 How to improve your retail fashion fabric business, p. 59. APPENDIX: Sewing machine report, pp. A-69. Sewing machine manuals.
10.3.4 identify research sources of information used by buyers to anticipate consumer demand. Special reports may be made on needs of the handicapped and elderly consumers.	PERIODICALS 70 Clothes. 83 Women's Wear Daily. BOOK 59 Fashion merchandising, ch. 19.
10.3.5 have local FHA-HERO chapter plan and present a fashion show with seasonal fabrics and garments for a fabric store. Include garments for men, women, children and the elderly.	BOOK 15 How to give a fashion show. Fabric store. Models. Fabrics. Garments.

COMPETENCIES	OBJECTIVES
The learners will be able to:	The learners will:
10 apply the knowledge of fabric and textiles merchandising to a business setting. (Cont'd)	10.4 demonstrate knowledge of simple business practices.

SUGGESTED STRATEGIES	REFERENCES AND RESOURCES
The teacher will:	
10.4.1 provide a copy of Salesperson evaluation (appendix, p. A-70) for each learner; have the learners visit a fabric store to complete the form. Share the results.	APPENDIX: Salesperson evaluation, p. A-70. CURRICULUM MATERIALS 115 World of fashion career cluster orientation, merchandising, p. 124. BOOKS 67 Fashion sales promotion, pp. 51-52.
10.4.2 lead a group discussion about customer needs; relate personal experiences. Determine special needs of handicapped consumers and the elderly.	BOOKS 65 Fundamentals of selling, pp. 47-62, 245-264. 66 Retail merchandising, pp. 338-342. 6 Altering ready-to-wear fashions, ch. 12.
10.4.3 have a guest from a retail store or bank demonstrate procedures used for charge accounts.	Local banker or store manager.
10.4.4 discuss procedures to use for accepting checks; the identification needed and how to evaluate a properly completed check.	BOOK 65 Fundamentals of selling, pp. 341-352.
10.4.5 provide a copy of Business transaction (appendix, p. A-71) sheets for each learner; have the learners go through the proper steps in completing a sale.	APPENDIX: Business transaction, p. A-71 BOOK 66 Retail merchandising, p. 347.

COMPETENCIES	OBJECTIVES
The learners will be able to:	The learners will:
10 apply the knowledge of fabric and textiles merchandising to a business setting. (Cont'd)	10.4 demonstrate knowledge of simple business practices. (Cont'd)
	10.5 apply knowledge of retail selling to fabric stores.

SUGGESTED STRATEGIES	REFERENCES AND RESOURCES
The teacher will:	
10.4.6 provide a copy of Closing the sale (appendix, p. A-72) for each learner. Role play the learning experience.	APPENDIX: Closing the sale, p. A-72. BOOKS 65 Fundamentals of selling, pp. 341-352. 66 Retail merchandising, p. 347.
10.4.7 distribute a copy of Customer salesperson situations (appendix, p. A-73) to each learner; have the learners complete.	APPENDIX: Customer-salesperson situations, p. A-73. CURRICULUM MATERIAL 115 World of fashion career cluster orientation, merchandising, pp. 411-412.
10.5.1 discuss competencies which fabric salespersons should have; provide each learner with Questions for fabric and textiles merchandising salespersons (appendix, p. A-74-77) to complete when observing fabric and textiles salespersons.	APPENDIX: Questions for fabric and textiles merchandising salespersons, p. A-74-77. BOOK 39 Opportunities in clothing, pp. 30-37.
10.5.2 have the learners locate and bring to class samples of store forms used in keeping an inventory; discuss the importance of inventory.	Local fabric stores. Sample store forms. Fabric salespersons. BOOK 39 Opportunities in clothing, pp. 185-192
10.5.3 have the learners interview fabric salespersons concerning special sales; distribute a copy of Special sales work sheet (appendix, p. A-90-91) to each learner to complete and discuss the results.	APPENDIX: Special sales work sheet, p. A-90-91

COMPETENCIES	OBJECTIVES
The learners will be able to:	The learners will:
10 apply the knowledge of fabric and textiles merchandising to a business setting. (Cont'd)	10.5 apply knowledge of retail selling to fabric stores. (Cont'd)

SUGGESTED STRATEGIES	REFERENCES AND RESOURCES
The teacher will:	
10.5.4 have a panel of buyers from a department store, small retail business, and a chain store fabric buyer present a talk on budgeting money in the fabric merchandising area.	Department store buyer. Small retailer. Chain store fabric buyer. Fabric store buyer.
10.5.5 assign reading for the learners concerning customer demand and buying motivation.	BOOK 59 Fashion merchandising, ch. 12.
10.5.6 divide the learners into small groups to determine methods of presenting fabric, patterns and notions to men, women and children.	BOOKS 66 Retail merchandising, pp. 342-344. 65 Fundamentals of selling. pp. 290-305.
10.5.7 have the learners discuss experiences with suggestive or multiple selling that other salespersons have used.	BOOK 23 How to sell fashion, pp. 70-72.
10.5.8 have each learner compile a sheet of care labels used in over-the-counter fabric sales. Lead a discussion on the industry's responsibility and the consumer's responsibility.	BOOKS 45 Fabric science, p. 368. 58 Guide to modern clothing, pp. 144-149.
10.5.9 have the learners receive training in a fabric store with an experienced fabric salesperson; provide each learner with a copy of Questions for fabric and textiles merchandising salespersons (appendix, pp. A-74-77) to complete when on the job.	Local fabric stores. APPENDIX: Questions for fabric and textiles merchandising salespersons, pp. A-74-77.

COMPETENCIES	OBJECTIVES
The learners will be able to:	The learners will:
10 apply the knowledge of fabric and textiles merchandising to a business setting. (Cont'd)	10.5 apply knowledge of retail selling to fabric stores. (Cont'd)

SUGGESTED STRATEGIES	REFERENCES AND RESOURCES
The teacher will:	
10.5.10 have the learners work in a fabric store and assist a customer in selecting fabric for draperies and upholstered furniture.	Local fabric stores. TRANSPARENCIES 176 Home decoration. PAMPHLETS 97 How to make draperies. 98 How to make draperies. 96 Here's how to make slip covers. 102 Make your own draperies.
10.5.11 assign a project to each learner; provide each learner with a copy of Family room project to complete. (appendix, p. A-78-79) (appendix, p. B-10-11)	TRANSPARENCIES 176 Home decoration PAMPHLETS 97 How to make draperies. 98 How to make draperies. 96 Here's how to make slip covers. 102 Make your own draperies. Drapery samples. Slipcover samples. APPENDIX: Fabric estimation problem 1, p. A-62. Fabric estimation problem 2, p. A-63 . Answer sheet problem 1, p. B-10. Answer sheet problem 2, p. B- 11. Family room project, p. A-78-79.

COMPETENCIES	OBJECTIVES
The learners will be able to:	The learners will:
10 apply the knowledge of fabric and textiles merchandising to a business setting. (Cont'd)	10.5 apply knowledge of retail selling to fabric stores. (Cont'd)

SUGGESTED STRATEGIES	REFERENCES AND RESOURCES
The teacher will:	
10.5.12 have the learners work in fabric stores and assist a customer in selecting fabric, notions and patterns for a wedding.	Fabric stores.
10.5.13 assign a project for each learner; provide each learner with a copy of Wedding project (appendix, p. A-80-87).	Bridal fabric samples. PERIODICALS 69 Bride's 75 Modern bride OTHER RESOURCES 183 Butterick pattern catalog. 185 McCall's pattern catalog. 188 Simplicity pattern catalog. 192 Vogue pattern catalog. APPENDIX: Wedding project, p. A-80-87.
10.5.14 have the learners list objections customers might have about natural and synthetic fabrics.	BOOKS 23 How to sell fashion, p. 52. 65 Fundamentals of selling, pp. 315-339.
10.5.15 use the previous list of objections with the learners as a large group to discuss and determine how the objections can be used as tools for selling.	BOOK 66 Retail merchandising, pp. 344-346.
10.5.16 have the learners develop a questionnaire to survey textiles and clothing customer objections; survey men, women and children, including the elderly and handicapped.	

COMPETENCIES	OBJECTIVES
The learners will be able to:	The learners will:
10 apply the knowledge of fabric and textiles merchandising to a business setting. (Cont'd)	10.6 identify safety measures for a business environment.

SUGGESTED STRATEGIES	REFERENCES AND RESOURCES
The teacher will:	
10.6.1 provide reading material about safety measures one should observe in working with textiles and clothing equipment.	BOOK 39 Opportunities in clothing, pp. 262-268.
10.6.2 post the OSHA wall chart and discuss the Williams-Steiger Occupational Safety and Health Act 1970. Discuss the importance of safety on the job.	CHART 169 Safety and health protection on the job.
10.6.3 have the learners develop safety rules for fabric stores and share the results.	PERIODICAL 85 Federal register.
10.6.4 administer the Post assessment and the Performance instrument to learners. Discuss the results.	Post assessment instrument, pp. 43-63. Performance instrument, pp. 65-76.
10.6.5 provide each learner with a copy of Evaluation of the fabric and textiles merchandising course (appendix, p. A-88) and have the learners complete it; share the results.	APPENDIX: Evaluation of the fabric and textiles merchandising course, p. A-88.

This module was developed to be used in conjunction with the module, Securing Employment in Home Economics Occupations.

REFERENCES

BOOKS

* 1 American Home Economics Association. *Career ladders and lattices in home economics and related areas: Possibilities for upgrading household employment*. Washington, D.C.: Author, 1971.

* 2 American Home Economics Association. *Textile handbook* (5th ed.). Washington, D.C.: Author, 1974.

3 *Apparel engineering and needle trades handbook*. New York, New York: Kogos International Corp., 1960.

4 Appelbaum, N. *How to improve your retail fashion fabric business*. New York, New York: National Retail Merchants Association, 1970.

5 Baker, B. B. *Competencies needed for tasks performed by alteration specialists*. Unpublished master's thesis, Iowa State University, 1975.

6 Brinkley, J., & Aletti, A. *Altering ready-to-wear fashions*. Peoria, Illinois: Chas. A. Bennett, Inc., 1976.

7 Butterick Fashion Marketing Company. *Ready set sew*. New York, New York: Author, 1971.

* 8 Butterick Fashion Marketing Company. *The Vogue sewing book* (revised edition). New York, New York: Author, 1973.

9 Cincinnati Public Schools. *Exploring careers in fabrics*. Bloomington, Illinois: McKnight Publishing Co., 1975.

10 Coats and Clark Inc. *Coats and Clarks sewing book* (3rd edition). New York, New York: Western Publishing Company, Inc., 1967.

*11 Corbman, B. P. *Textiles: Fiber to fabric* (5th ed.). New York, New York: McGraw-Hill Book Company, 1975.

12 Corinth, K. *Fashion showmanship: Everything you need to know to give a fashion show*. New York, New York: John Wiley and Sons, Inc., 1970.

13 Cox, J. *The handbook of piece-merchandising*. New York, New York: McCall's Corporation, 1976.

14 Craig, H. *Clothing, a comprehensive study*. Philadelphia, Pennsylvania: J. B. Lippincott, Co., 1973.

15 Curtis, F. S. *How to give a fashion show*. New York, New York: Fairchild Publications, Inc., 1967.

* Indicates key reference

16 Diehl, M. E. *How to produce a fashion show*. New York, New York: Fairchild Publications, Inc., 1976.

17 Distributive Education Department. *Fibers and fabrics*. Austin, Texas: Division of Extension, 1973.

18 Edison, J. E., & Mills, K. H. *Manual of merchandise display procedures and principles*. Kenosha, Wisconsin: Kenosha Technical Institute, n.d.

19 Ellett, M. H. *Textiles for teens*. Minneapolis, Minnesota: Burgess Publishing Co., 1967.

*20 Erwin, M. D., & Kinchen, L. A. *Clothing for moderns* (4th ed.). New York, New York: The Macmillan Co., 1974.

21 Gawne, E. J. *Fabrics for clothing*. Peoria, Illinois: Chas. A. Bennett Co., Inc., 1973.

22 Gawne, E. J., & Oerke, B. *Dress*. Peoria, Illinois: Chas. A. Bennett Co., Inc., 1969.

23 Gold, A. *How to sell fashion*. New York, New York: Fairchild Publications, Inc., 1972.

24 Harries, N. G., & Harries, T. E. *Textiles: Decision making for the consumer*. New York, New York: McGraw-Hill Book Company, 1974.

25 Hatchett, M. S. *Merchandise display*. Austin, Texas: The University of Texas at Austin, 1972.

*26 Hollen, N., & Saddler, J. *Textiles* (4th ed.). New York, New York: The Macmillan Publishing Co., Inc., 1973.

27 Hopke, W. (Ed.). *The encyclopedia of careers and vocational guidance: Planning your careers* (Vol. 1). Chicago, Illinois: J. G. Ferguson Publishing Company, 1975.

28 Iowa Home Economics Association. *Unit method of clothing construction* (5th ed.). Ames, Iowa: Iowa State University Press, 1972.

29 Jabenis, E. *The fashion director: What she does and how to be one*. New York, New York: John Wiley and Sons, Inc., 1972.

30 Joel, S. *Fairchild's book of window display*. New York, New York: Fairchild Publications, Inc., 1973.

31 Klapper, M. *Fabric almanac* (2nd ed.). New York, New York: Fairchild Publications, Inc., 1971.

32 Lamb, J. M. *Identification of certain textile knowledges needed by fabric salespeople.* Unpublished master's thesis, University of Tennessee, 1970.

* Indicates key reference

33 Larathe, J. *Elements of textiles*. New York, New York: The Macmillan Publishing Company, Inc., 1975.

34 Lenahan, M. G. *Related art for dressmaking design students*. New Brunswick, New Jersey: Rutgers State University, 1966.

35 Lyle, D. S. *Modern textiles*. New York, New York: John Wiley and Sons, Inc., 1976.

36 Martin, C. H., & Cyrus, C. L. *Advertising*. Austin, Texas: University of Texas at Austin, 1972.

37 Mauger, E. M. *Modern display techniques*. New York, New York: Fairchild Publications, Inc., 1969.

38 *The Maytag encyclopedia of home laundry* (4th ed.). New York, New York: Western Publishing Company, Inc., 1973.

*39 McDermott, I., & Norris, J. L. *Opportunities in clothing*. Peoria, Illinois: Chas. A. Bennett Co., Inc., 1968.

40 McJimsey, H. T. *Art and fashion in clothing selection* (2nd ed.). Ames, Iowa: Iowa State University Press, 1973.

41 National Retail Merchants Association. *Visual Merchandising*. New York, New York: Author, 1976.

42 Nolan, C. A., & Warmke, R. F. *Marketing, sales promotion and advertising*. Cincinnati, Ohio: South-Western Publishing Co., 1965.

43 Packard, S., Winters, A., & Axelrod, N. *Fashion buying and merchandising*. New York, New York: Fairchild Books, 1976.

44 Pegler, M. M. *Show and sell: A guide book of display ideas*. Cincinnati, Ohio: Display Publishing Co., 1970.

*45 Pizzito, J. *Fabric science*. New York, New York: Fairchild Publications, Inc., 1974.

*46 Pollard, L. B. *Experiences with clothing*. Boston, Massachusetts: Ginn and Co., 1969.

47 Rathbone, L., Tarpley, E., East, M., & Ahern, N. *Fashions and fabrics*. Boston, Massachusetts: Houghton Mifflin Co., 1962.

48 *Reader's Digest complete guide to sewing*. New York, New York: W. W. Norton and Co., Inc., 1976.

49 Richert, G. H., et al. *Retailing principles and practices* (6th ed.). New York, New York: McGraw-Hill, 1974.

50 Rowe, F. *Display fundamentals*. Cincinnati, Ohio: The Display Publishing Company, 1965.

51 Sadler, J. *Applied textiles*. Ames, Iowa: Iowa State Press, 1974.

* Indicates key reference

*52 Samson, H. E. Advertising and displaying merchandise. Cincinnati, Ohio: South-Western Publishing Co., 1967.

53 Schwebke, P. W., & Dorfmeister, M. Sewing with the new knits. New York, New York: Macmillan Publishing Co., Inc., 1975.

54 Siewert, C. H., Albrecht, D., Mahan, R. T., & Jackie, E. J. Basic textiles: A learning package. Boston, Massachusetts: Houghton Mifflin Company, 1973.

55 The Singer Company. Singer sewing book. New York, New York: Author, 1969.

56 Solinger, J. Apparel manufacturing analysis. New York, New York: Textile Book Publishers, Inc., 1961.

*57 Stout, E. E. Introduction to textiles. New York, New York: John Wiley and Sons, Inc., 1970.

*58 Sturm, M. M., Grieser, E. H., Lyle, D. S., & Roberts, J. E. Guide to modern clothing. New York, New York: McGraw-Hill Book Company, 1973.

59 Troxell, Mary D. Fashion merchandising (2nd ed.). New York, New York: Gregg Division, McGraw-Hill Book Company, 1976.

*60 U.S. Department of Labor, Bureau of Labor Statistics. Occupational outlook handbook. Washington, D.C.: U.S. Government Printing Office, 1967.

61 U.S. Government Printing Office. Dictionary of occupational titles Volume I: Definitions of titles (3rd ed.). Washington, D.C.: Author, 1965.

62 U.S. Government Printing Office. Dictionary of occupational titles Volume II: Occupational classification and industry index (3rd ed.). Washington, D.C.: Author, 1965.

63 The University of Northern Iowa. Identification of tasks in home economics related occupations: Clothing, apparel, and textile services. Des Moines, Iowa: State of Iowa Department of Public Instruction, 1974.

64 Wilinsky, H. Careers and opportunities in retailing. New York, New York: E. P. Dutton and Co., Inc., 1970.

65 Wingate, J. Fundamentals of selling (9th ed.). Dallas, Texas: South-Western Publishing Company, 1964.

66 Wingate, J., & Samson, H. E. Retail merchandising (7th ed.). Cincinnati, Ohio: South-Western Publishing Company, 1968.

67 Winters, A. A., & Goodman, S. Fashion sales promotion. New York New York: Milady Publishing Corp., 1972.

* Indicates key reference.

PERIODICALS

68 *American Fabrics Magazine*. 24 East 38th St., New York, New York 10016: Doric Publishing Company, Inc. (monthly)

69 *Bride's*. 315 Madison Avenue, New York, New York 10017: Condé Nast Publications, Inc. (bi-monthly)

70 *Clothes*. 380 Madison Avenue, New York, New York 10017: PRADS, Inc. (monthly)

71 Dickerson, K. Textile training for retailers. 1201 Sixteenth Street, N.W., Washington, D.C. 20036: *Journal of Home Economics*, *58* (March, 1966), 205.

72 *Fabricnews*. 21 East 40th St., New York, New York 10016: Author. (monthly)

73 *Harper's Bazaar*. 717 Fifth Avenue, New York, New York 10022: The Hearst Corporation. (monthly)

74 *Homesewing Trade News*. 129 Broadway, Lynbrook, New York 11563: E-Z Main, Inc. (monthly)

75 *Modern Bride*. P.O. Box 2778, Boulder, Colorado 80302: Ziff-Davis Publishing Company. (monthly)

76 *Modern Textiles Magazine*. 303 Fifth Avenue, New York, New York 10016: Rayon Publishing Company. (monthly)

77 *Round Bobbin*. P.O. Box 338, Hilliard, Ohio 43026: Independent Sewing Machine Dealers of America, Inc. (bi-monthly)

78 *Sew Business*. Time and Life Building (Suite 3560), 1271 Avenue of the Americas, New York, New York 10020: Sylvan Publishing Inc. (monthly)

79 *Sewing Threads*. 350 Fifth Avenue, New York, New York 10001: National Notion Association. (4 times yearly)

80 *Textile World*. 330 West 42nd St., New York, New York 10018: McGraw-Hill Publishing Company. (monthly)

81 *Vogue*. Box 5201, Boulder, Colorado 80302: Condé Nast Publications Inc. (monthly)

82 Warren, B. Training for vocations: Acquiring fabric know-how. 50 West 44th Street, New York, New York 10036: *Forecast*, *14*(February, 1969), 73.

83 *Women's Wear Daily*. 7 E. 12th St., New York, New York 10003: Fairchild Publications. (daily)

84 U.S. Department of Labor, Bureau of Labor Statistics. *Occupational Outlook Quarterly*. Washington, D.C. 20036: Department of Labor, Spring 1976. *20*, 1.

85 U.S. Office of the Federal Register. *Federal Register*. Washington, D.C. 20036: Department of Labor, v. 39, June 27, 1974.

86 Zig zag sewing machines, Consumer Reports. 256 Washington Street, Mt. Vernon, New York 10550: Consumers Union of the United States, Inc., 1972, 37, 96-102.

PAMPHLETS

87 Backings and linings (PE1550). Toccoa, Georgia 30577: Coats and Clark, n.d.

88 Before you sew. P.O. Box "B", Shelby, North Carolina 28150: Belding Corticelli, n.d.

89 Buttonhole twist. P.O. Box "B", Shelby, North Carolina 28150: Belding Corticelli, n.d.

90 Color and you. P.O. Box 9119, Manhattan, Kansas 66502: McCall Pattern Co., n.d.

91 Cotton: Facts about fiber and fabrics. P. O. Box 12285, Memphis, Tennessee 38112: National Cotton Council, n.d.

92 The evolution of a Simplicity pattern. 901 Wayne Street, Niles, Minnesota 49121: Simplicity Pattern Company, Inc., n.d.

93 Facts on fibers and finishes (C1-924). Ames, Iowa: Iowa State University Cooperative Extension, 1973.

94 Fit is fundamental to fashion. 161 Sixth Avenue, New York, New York 10013: Butterick Fashion Marketing Co., n.d.

95 Guide to man-made fibers. 1150 Seventeenth Street NW, Washington, D.C. 20036: Man-made Fiber Producers Association, Inc., 1973.

96 Here's how to make slip covers (B316). St. Paul, Minnesota 55108: University of Minnesota Agricultural Extension Service, 1964.

97 How to make draperies (530). Columbus, Ohio 43210: Ohio State University Cooperative Extension Service, n.d.

98 How to make draperies (EC69-1155). Lincoln, Nebraska 68583: University of Nebraska Agricultural Extension Service and Experiment Station, 1969.

99 In textiles a career with every job. 400 S. Tryon Street, Charlotte, N.C. 28285: American Textile Manufacturers Institute, n.d. North Carolina.

100 The inside story of fashion. 161 Sixth Avenue, New York, New York 10013: Butterick Fashion Marketing Co., n.d.

101 Know your body measurements and figure type. P.O. Box 9119, Manhattan, Kansas 66502: McCall Pattern Company, n.d.

102 Make your own draperies (PNW). Corvallis, Oregon 97331: Oregon State University Extension Service, n.d.

103 Man-made fiber fact book. 1150 Seventeenth Street NW, Washington, D.C. 20036: Man-made Fiber Producers Association, Inc., 1974.

104 Modernized metric system. Neenah, Wisconsin 54956: J. J. Keller & Associates, Inc., 1976.

105 Pellon non-wovens guidelines to shaping (1-4). 1120 Avenue of the Americas, New York, New York 10036: Pellon Corporation, n.d.

106 Permanent press fabrics (PE1810). Toccoa, Georgia 30577: Coats and Clark, n.d.

107 Sewing today's fabrics I (PE1808). Toccoa, Georgia 30577: Coats and Clark, 1975.

108 Sewing today's fabrics II (PE1840). Toccoa, Georgia 30577: Coats and Clark, 1975.

109 Stretch gauge for knits. 161 Sixth Avenue, New York, New York 10013: Butterick Fashion Marketing Co., n.d.

110 Teaching metrication. Chicago, Illinois 60611: Sears, Roebuck and Co., 1975.

111 Thread. Toccoa, Georgia 30577: Coats and Clark, 1975.

112 Yep, J. Textiles for retailers (Cl 935-938). Ames, Iowa: Iowa State University Cooperative Extension Service, n.d.

113 Zip code. P.O. Box "B", Shelby, North Carolina 28150: Belding Corticelli, n.d.

CURRICULUM MATERIALS

*114 Cozine, J. A pilot study for gainful employment in home economics: Final report: Volume III: A suggested curriculum guide for clothing service workers for entry level jobs. Stillwater, Oklahoma: Oklahoma State University, 1968.

115 Dallas Independent School District. World of fashion career cluster orientation, merchandising. Dallas, Texas: Author, 1974.

116 Johnson, J. Orientation to the world of work unit: Learning about job clusters. Lexington, Kentucky: Curriculum Development Center for Kentucky, 1974.

117 Texas Tech University, Home Economics Instructional Materials Center. Clothing assistant. Lubbock, Texas: Author, 1969.

118 Texas Tech University, Home Economics Instructional Materials Center. Home furnishings aide. Lubbock, Texas: Author, 1970.

119 Texas Tech University, Home Economics Instructional Materials Center. Orientation to the world of work part one. Lubbock, Texas: Author, 1971.

120 Texas Tech University, Home Economics Instructional Materials Center. Orientation to the world of work part two. Lubbock, Texas: Author, 1971

*121 U.S. Department of Health, Education, and Welfare, Office of Education. Fashion merchandising (Fashion Industry Series No. 4). Washington, D.C.: U.S. Government Printing Office, 1973.

RESOURCES

FILMS

122 American Sheep Producers' Council. Family fire safety (514). Audience Planners Inc., Los Angeles, California 90028, n.d. (color, free rental, 16mm., 13½ minutes).

123 American Sheep Producers' Council. From fleece to fashion. Producer, Omaha, Nebraska 68100, n.d. (color, free rental, 16mm., 30 minutes).

124 American Textile Manufacturers Institute. Textiles in the making. Producer, Charlotte, North Carolina 28285, n.d. (color, free rental, 16 mm., 14½ minutes).

125 Bangor Division. We make tricot. Producer, Pen Argyl, Pennsylvania 18072, n.d. (color, free rental, 16 mm., 30 minutes).

126 Banker's Life Insurance. Time to see. Producer, Lincoln, Nebraska 68504, n.d. (color, free rental, 16 mm., 40 min.)

127 E. I. DuPont DeNemours & Co. The way it is with man-made fibers. Producer, Wilmington, Delaware 19898, n.d. (color, free rental, 16 mm., 27 minutes).

128 E. I. Dupont DeNemours & Co. The wonderful world of nylon. Producer, Wilmington, Delaware 19898, n.d. (color, free rental, 16 mm., 13 minutes).

129 Eastman Teaching Films. From flax to linen (S38212). Media Resources Center, Iowa State University, Ames, Iowa 50011, n.d. (color, $5.70 rental, 16 mm., 15 minutes).

130 McGraw Hill Text Films. Cotton: From fiber to fabric (S58590). Media Resources Center, Iowa State University, Ames, Iowa 50011, n.d. (color, $7.82 rental, 16 mm., 23 minutes).

131 National Cotton Council of America. Cotton: Nature's wonder fiber (US55091). Media Resources Center, Iowa State University, Ames, Iowa 50011, n.d. (color, $7.80 rental, 16 mm., 30 minutes).

*Indicates key reference

132 Pendleton Woolen Mills. The living fiber - wool. Producer, Portland, Oregon 97201, n.d. (color, free rental, 16 mm., 20 minutes).

133 Swift Spinning Mills. A yarn about yarn. Producer, Columbus, Georgia 31902, n.d. (color, free rental, 16mm., 14 minutes).

134 Union Special Corporation. A look at our industry. 400 North Franklin Street, Chicago, Illinois 60610: Author, 1972 (color, loan or $67.45 purchase, 15 mm., 20 min.)

FILMSTRIPS

135 American Textile Manufacturers Institute. Textiles - A good place to grow. Charlotte, North Carolina 28285: Producer, n.d. (color, $5.00 purchase, record, 58 frames).

136 American Textile Manufacturers Institute. Textiles - How they get to where you shop. Charlotte, North Carolina 28285: Producer, n.d. (color, $5.00 purchase, tape cassette).

137 American Textile Manufacturers Institute. Textiles - It's all in the finish. Charlotte, North Carolina 28285: Producer, n.d. (color, $5.00 purchase, tape cassette).

138 Butterick Publishing. At home with metric measuring (400-1A). P.O. Box 1945, Altoona, Pennsylvania 16603: Producer, n.d. (color, $75.00 purchase, cassette)

139 Educational Development. Fundamentals of sewing: Knits. 157 Chambers Street, New York, New York 10007: Producer, n.d. (color, $75.00 purchase, 6 filmstrips).

140 Educational Development. Fundamentals of sewing: Woven fabric. 157 Chambers Street, New York, New York 10007: Producer, n.d. (color, $85.00 purchase, 8 filmstrips).

141 Man-Made Fiber Producers Association, Inc. Interplay - The story of man-made fibers. Washington, D.C. 20036: Producer, 1967 (color $10.00 purchase, cassette).

142 McCall Pattern Co. Measuring metric in fashion sewing. New York, New York 10017: Producer, n.d. (color, $15.00 purchase, audio cassette).

143 McGraw-Hill. Careers in home economics. Manchester Road, Manchester, Missouri 63011: n.d. (color, $109.00 purchase, 6 filmstrips with sound).

144 McGraw-Hill. Sewing series. Manchester Road. Manchester, Missouri 63011: n.d. (color, $60.50 purchase, 8 filmstrips).

145 McIntyre Productions, Inc. The manufacture of fashion, USA (7004). 3827 Main, Kansas City, Missouri: Author, n.d. (color, $30.00 purchase, cassette, 18 min.)

146 National Safety Council. Safety is in order. 425 N. Michigan Avenue, Chicago, Illinois 60611: Producer, n.d.

147 J. C. Penney Company. The metric song (84575). 1301 Avenue of the Americas, New York, New York 10019: Producer, 1974 (color, $4.00 purchase, cassette).

148 J. C. Penney Company. Fire, fabrics and you! (84777). 1301 Avenue of the Americas, New York, New York 10019: Producer, 1975 (color, $5.00 purchase, cassette).

149 The Singer Company. Figure flattery through optical illusions. Plainview, New York, New York 11803: Producer, 1969 (color, $3.00 purchase).

150 The Singer Company. First aid for sewing machines (ED800). 1301 Avenue of the Americas, New York, New York 10019: Producer, n.d. (color, 2 filmstrips, $4.00 purchase, record or cassette).

151 The Singer Company. You and your sewing machine. 1301 Avenue of the Americas, New York, New York 10019: Producer, n.d. (color, $2.50 purchase, 33 rpm recording).

KITS

152 Fabric Science Swatch Kit. 7 East 12th St., New York, New York 10003: Fairchild Books & Visuals, 1974.

153 Fashion Textile Kit. 111 West 40th St., New York, New York 10018: Dan River Company, 1971.

154 Fiber Samples Kit (cellulosic man-made fibers). 1719 N. Street N.W., Washington, D.C. 20036: Things of Science, n.d.

155 Fiber Samples Kit (non-cellulosic fibers). 1919 N. Street N.W., Washington, D.C. 20036: Things of Science, n.d.

156 General Fabric File. Fort Atkinson, Wisconsin 53538: Nasco, n.d.

157 Knit Fabric File. Fort Atkinson, Wisconsin 53538: Nasco, n.d.

158 Textiles Fibers Pack. 7 East 12th St., New York, New York 10003: Fairchild Books & Visuals, n.d.

159 Textiles Yarn Pack. 7 East 12th St., New York, New York 10003: Fairchild Books & Visuals, n.d.

160 Velcro Fasteners. 41 East 51st St., New York, New York 10022: Talon Consumer Education, n.d.

SLIDES

161 Man-Made Fiber Producers Association, Inc. Fabric flammability and safety in the home. 1750 Pennsylvania Avenue, N.W., Suite 420, Washington, D.C. 20006: TIPS, n.d. (color, $15.00 purchase, 45 slides).

162 Spring Mills, Inc. Weaving. Producer, Fort Mill, South Carolina 29715, n.d. (color, $40.00 purchase, 34 slides).

163 Spring Mills, Inc. Knitting. Producer, Fort Mill, South Carolina 29715, n.d. (color, $40.00 purchase, 124 slides).

164 Spring Mills, Inc. Finishing, dyeing and printing. Producer, Fort Mill, South Carolina 29715, n.d. (color, $75.00 purchase, 201 slides).

165 Spring Mills, Inc. Product production. Producer, Fort Mill, South Carolina 29715, n.d. (color, $40.00 purchase, 98 slides).

166 Spring Mills, Inc. Fiber/fabric/product. Producer, Fort Mill, South Carolina 29715, n.d. (color, $75.00 purchase, 220 slides).

CHARTS

167 Cotton wall chart. 350 Fifth Avenue, New York, New York 10001: National Cotton Council, n.d.

168 Make a test seam wall chart (PE2089B-276/10M). Toccoa, Georgia 30577: Coats and Clark Inc., n.d.

169 Safety and health protection on the job. Washington, D.C. 20036: U.S. Department of Labor, Occupational Safety and Health Administration, 1973.

170 Swatch chart. Charlotte, North Carolina 28285: American Textile Manufacturers Institute, n.d.

171 Textile glossary wall chart. Charlotte, North Carolina 28285: American textile Manufacturers Institute, n.d.

172 Thread wall chart (PE2089C-276). Toccoa, Georgia 30577: Coats and Clark Inc., n.d.

173 Your guide to Pellon non-woven interfacings. 1120 Avenue of the Americas, New York, New York 10036: Pellon Corporation, n.d.

174 Zippers (PE2073C-M74/10M). Toccoa, Georgia: 30577: Coats and Clark Inc., n.d.

TRANSPARENCIES

175 Butterick Publishing. See and sew: Volume I (#T-101-0B). Altoona, Pennsylvania 16603: Producer, 1972.

176 Home decoration. 157 Chambers Street, New York, New York 10007: Educational Record Sales, n.d.

177 University of Missouri Instructional Laboratory. Textile fibers and transparency masters (No.RM27). Columbia, Missouri: Producer, 1975.

LEARNING PACKAGES

178 American Home Economics Association. *HELP: Let's think metric* (1055-5). Washington, D.C.: Author, n.d.

179 Bailey, V. D. *Hung-up on hang tags?* (Unpublished learning packet). Purdue University, 1970.

180 Hug, B. *May I help you? Coordinating fabrics and patterns*. Ames, Iowa: Iowa State University Cooperative Extension Service, 1976.

OTHER RESOURCES (CATALOGS)

181 American Home Sewing Council. *The sewing corner*. 150-11 14th Avenue, Whitestone, New York, New York 11357: Author, 1976.

182 *Banasch's Cincinnati sewing supplies catalog*. Cincinnati, Ohio: Author, 1975.

183 *Butterick pattern catalog*. 161 Sixth Avenue, New York, New York 10013: Author, 1976.

184 John Dritz and Sons. *Dritz sewing aids*. New York, New York: Author, 1975.

185 *McCall's pattern catalog*. 230 Park Avenue, New York, New York 10017: Author, 1976.

186 Newark Dressmaker Supply Co. *Sewing supplies*. 140 Halsey St., Newark, New Jersey 07102: Author, 1976.

187 Red Wing Products, Inc. *Red Wing display equipment and store supplies.* New Hyde Park, New York 11040: Author, 1976.

188 *Simplicity pattern catalog*. 901 Wayne Street, Niles, Minnesota 49121: Author, 1976.

189 *The Stitchery catalog*. 204 Worcester Turnpike, Wellesley, Massachusetts 02181: Author, 1976.

190 Sylvan Publishing, Inc. *Sew Business National Directory*. 1271 Avenue of the Americas, New York, New York 10020: Author, 1976.

191 *Trimming treasures*. Box 771, Union, New Jersey 07083: Author, 1976.

192 *Vogue pattern catalog*. 161 Sixth Avenue, New York, New York 10013: Author, 1976.

VISUAL AID OBSERVATION GUIDE

DIRECTIONS: Use this guide as you are viewing the film or filmstrip.

1) What was the title?

2) What were the most important things you learned from this visual aid?

3) What meaning does this have for fabric and textiles merchandising?

INTERVIEW LEARNER SHEET I

DIRECTIONS: Develop questions from the following outline for the interview.

1. determine the number of qualified fabric and textiles merchandising personnel available.

2. determine the number of unfilled positions and the reasons they are not filled due to lack of qualifications, or few people applying, or other possible reasons.

3. determine potential job opportunities.

4. determine the projection for employment in the next three to five years.

5. determine the types of responsibilities fabric and textiles merchandising personnel would assume as a salesperson.

6. determine education and experience backgrounds preferred by employers.

LEARNER OBSERVATION SHEET

DIRECTIONS: Use this form at a fabric store to describe the settings.

1. Location of fabric stores ________________________________

2. Description of fabric and textiles merchandising duties ______________

3. Observations of business/customer interactions __________________

4. Comparison of the two stores ____________________________

Appendix A
Strategies
1.2.1,1.2.2

CHECK SHEET FOR FABRIC AND TEXTILES MERCHANDISING TASKS

DIRECTIONS: Use this sheet to check the tasks of a fabric and textiles merchandising salesperson:

TASKS	NO	YES
1. applies display fundamentals to the promotion of fabric, patterns and notions.	___	___
2. determines methods of displaying various fabrics.	___	___
3. organizes textile product knowledge to inform consumers about fiber and fabric characteristics in relation to the wearing properties, care procedures and end uses of the fibers.	___	___
4. analyzes the characteristics of the different fabric construction methods.	___	___
5. determines the dyeing, printing and finishing methods used in the textile industry.	___	___
6. assists consumers in selecting correct pattern size, becoming design lines for the particular figure, appropriate fabric and required yardage.	___	___
7. determines the appropriate notions for garment design and fabric content.	___	___
8. determines appropriate interfacings and linings for different fabrics.	___	___
9. applies the knowledge of fabric and textiles merchandising to a business setting.	___	___

TEXTILE AND CLOTHING JOBS

1. Job title ______________________________

2. Job description ______________________________

____

____

3. Training and education requirements for entry and advancement in this job:

____

____

4. Where education and training can be obtained ______________________________

____

____

5. Salary range (from beginning to top of salary scale): ______________________________

____

6. Demand for workers in this job at the present time: ______________________________

____

Projected need for the future: ______________________________

7. Interest in the job due to: ______________________________

____

____

TEXTILES AND CLOTHING OCCUPATIONAL LADDER

DIRECTIONS: Place the textiles and clothing jobs in the appropriate place in the chart. Titles to be used include: department manager, stock person, comparison shopper, buyer, assistant buyer, assistant department manager, fabric and textiles salesperson, store manager, store coordinator and assistant store manager.

Level	DOT No.	Present Title
Step		
Step		
Step		
Step		
Step		
Step		
Step		
Step		
Step		
Step 1		
Entry		

Appendix A
Strategy 1.2.10

TEXTILES AND CLOTHING FIELD TRIP

1. What are the course offerings in textiles and clothing?

____

____

____

2. What degrees are offered in textiles and clothing?

____

____

____

3. What work experience has the instructor(s) had?

____

____

____

4. Are there any work experiences related to the required class work?

____

____

____

DISPLAY RATING SHEET

DIRECTIONS: This sheet is to be used to rate two store window displays; check each question on the rating scale. If the particular item was displayed very well, it would receive a check mark of 20, average 10 and very poor 0. Use a different colored pencil or pen for the second store window display. Total the scores and compare results.

Name of store ______________________ Address __________________________

Description of display ____

____

____

____

POWER TO ATTRACT ATTENTION	Least				Most
Is the theme or idea unique?	0	5	10	15	20
Is the background appropriate?	0	5	10	15	20
Is the base or floor appropriate?	0	5	10	15	20
Are display props suitable and attractive?	0	5	10	15	20

ARRANGEMENT	Least				Most
Is related merchandise used?	0	5	10	15	20
Is there a proper amount of merchandise?	0	5	10	15	20
Does the window reflect the store's character?	0	5	10	15	20
Is there evidence of the use of design principles?	0	5	10	15	20

SELLING POWER	Least				Most
Are merchandise features clearly shown?	0	5	10	15	20
Is attention focused clearly on the merchandise?	0	5	10	15	20
Is the merchandise displayed as it would be used?	0	5	10	15	20
Does the theme aid the features of the merchandise?	0	5	10	15	20

Appendix A
Strategy 2.1.6

PAGE ______ OF THIS DOCUMENT HAS BEEN REMOVED BECAUSE IT CONTAINED COPYRIGHTED MATERIAL.

EVALUATING DISPLAYS - DESIGN ELEMENTS

DIRECTIONS: Sketch your display of fabric below and answer the questions.

sketch of display

How were the elements of design used in the display?

1. line -

2. shape -

3. space -

4. color -

5. texture -

Appendix A
Strategy 2.2.3

EVALUATING DISPLAYS - DESIGN PRINCIPLES

DIRECTIONS: Sketch your display of fabric below and answer the questions.

sketch of display

How were the principles of design used in the display?

1. proportion -
2. balance -
    a. formal
    or
    b. informal
3. rhythm -
4. emphasis -
5. harmony -

FABRIC STORE DISPLAY INTERVIEW

1. How do you determine the themes for your displays? ______________________

2. What outside resources do you use in creating your displays?

3. How often do you change your displays? ______________________

4. If a finished garment is included in the display who is responsible for sewing it? ______________________

5. Do you ever cooperate with other merchants in planning your displays?

6. What methods do you use to evaluate the effectiveness of the display?

PURPOSE OF DISPLAY

DIRECTIONS: Observe and describe 3 displays which demonstrate different purposes of display. Explain the purpose of each display.

Description of Display	Major Purpose of Display
1.	
2.	
3.	

EFFECTS OF LIGHTING

DIRECTIONS: Describe the appearance of the fabric samples when seen under:

1. Incandescent light:
    a. sample #1
    b. sample #2
    c. sample #3
2. Fluorescent light:
    a. sample #1
    b. sample #2
    c. sample #3
3. Red filter:
    a. sample #1
    b. sample #2
    c. sample #3
4. Blue filter:
    a. sample #1
    b. sample #2
    c. sample #3
5. Green filter:
    a. sample #1
    b. sample #2
    c. sample #3
6. Amber filter:
    a. sample #1
    b. sample #2
    c. sample #3

LEARNER INTERVIEW SHEET II

DIRECTIONS: Use this sheet as a guide for interviews.

1. Person interviewed ______________________________

2. Position held ______________________________

3. Business firm ______________________________

4. Plans for arranging the interview ______________________________
____
____

5. Questions to ask ______________________________
____
____
____

6. Information gained from the interview ______________________________
____
____
____

FIBER CHARACTERISTICS SHEET

DIRECTIONS: Use this sheet for fiber identification and characteristics. Keep this for your notebook.

Fiber ____

Characteristics - Advantages:

Characteristics - Disadvantages:

Appendix A
Strategies
4.1.5,4.4.5
4.7.5,4.10.7

MICROSCOPIC FIBER IDENTIFICATION

DIRECTIONS: Ravel threads from fabric samples and extract fibers to examine under a microscope. Sketch the longitudinal view from the microscope observation. Refer to a textile textbook for drawing the cross-sectional view; 26 Textiles (pp. 19, 33, 37, 49, 51, 53, 61, 65, 67, 71, 75, 78 81, 86, 87, 97) or 11 Textiles: Fiber to fabric (pp. 6-19) may be used.

Fiber	Sketch of Fiber	
	Longitudinal	Cross sectional
cotton		
linen		
silk		
wool		
acetate		
rayon		
triacetate		

Appendix A
Strategies
4.1.5,4.4.5
4.7.5,4.10.7

Fiber	Sketch of Fiber	
	Longitudinal	Cross sectional
acrylic		
modacrylic		
nylon		
olefin		
polyester		
rubber		
spandex		

Appendix A
Strategies
4.1.6,4.4.6,
4.7.6,4.10.8

FIBER REACTION TESTS

DIRECTIONS: Ravel threads from fabric samples and burn some. Treat some of the threads with chlorine bleach and acetone. Describe reactions to flame and chemicals on learner's sheet. Mount the fabric in fabric notebook.

Fiber	Burning and/or melting	Odor	Residue	Special tests and results

FABRIC NOTEBOOK

DIRECTIONS: Mount the fabric sample with the lengthwise grain running vertically on this page and complete this form.

FABRIC ____________________

FIBER CONTENT ______________

CONSTRUCTION ______________

FINISH ____________________

END USES ____

____

CARE REQUIRED ____

____

FIBER CLASSIFICATION CHART

NATURAL FIBERS			MAN-MADE FIBERS							
Cellulosic	Protein	Mineral	Cellulosic		Protein		Mineral		Synthetics	
			Nonthermo	Thermo	Nonthermo	Thermo	Nonthermo	Thermo	Nonthermo	Thermo
Cotton	Silk	Asbestos	Rayon[1]	Acetate[2]	Azlon*[3]	—	Glass[4]	—	Aramid[6]	Acrylic[8]
Cattail				Triacatate			Metallic[5]		Novoloid[7]	Anidex[9]
Coir	Wool						Ceramic			Lastrile*[10]
Kapok	Cashmere									Modacrylic[11]
Milkweed	Mohair									Nylon[12]
	Camel									Nytril*[13]
Flax	Llama									Olefin[14]
Jute	Guanaco									Polyester[15]
Hemp	Vicuna									Rubber[16]
Ramie	Alpaca									Saran[17]
Kenaf	Angora									Spandex[18]
Sunn	Rabbit									Vinal*[19]
Urena	Cowhair									Vinyon[20]
	Horsehair									
Abaca	Qiviut									
Pina										
Sisal										
Henequen										
Figue										
Spanish										
Moss										
Redwood										

*Presently, not produced in U.S.

Permission granted from: Dr. Charles Kim, Iowa State University, 1976.

Appendix A
Strategies
4.1.7,4.4.7,
4.7.7,4.10.9

END USES OF FIBERS

DIRECTIONS: Identify textile products at a clothing store, furniture store and household furnishing stores. Fill in the information below.

Item or Fabric	Price	Fiber Content	Source of Information
		Cotton - flax	
		Silk	
		Wool	
		Man made Cellulose	
		Synthetic:	

CARE OF FABRIC

DIRECTIONS: Select a fabric and record the correct and incorrect care procedures on this form. Launder the fabric correctly and incorrectly and record the results. Mount a sample of the fabric before treatment and after treatment in the space provided. Evaluate the color and cleanliness.

Fabric name ____________________ Finish ____________________

Fiber content ____________________ Construction ____________________

Fabric samples: Before After

Procedure	Correct	Incorrect	Color	Cleanliness
1. Washing				
Water temperature				
Water softener				
Detergent				
Bleach				
Fabric softener				
2. Dry Cleaning				
3. Pressing/ironing				
4. Spot cleaning				

TRADE NAMES FOR SYNTHETIC FIBERS

DIRECTIONS: Find trade names and their respective manufacturers for these synthetic fibers at a fabric store or in references. Record information below.

acrylic -

modacrylic -

olefin -

nylon -

polyester -

spandex -

LABEL EVALUATION SHEET

DIRECTIONS: Go to fabric and clothing stores and look for the required information on the labels. Record your findings below.

Does the label	Article & Cost	No	Yes
1. list the type of article.			
2. list the cost of article.			
3. list the percent of each natural or man-made fiber present in the order of dominance?			
4. list the name of the manufacturer or his registered identification number?			
5. list the trademark so it is not more conspicuous than the generic name?			
6. list a flammability finish for children's flannel for sleepwear?			

What changes would you recommend?

appendix A
Strategy 5.1.2

PAGE ______ OF THIS DOCUMENT HAS BEEN REMOVED BECAUSE IT CONTAINED COPYRIGHTED MATERIAL.

KNIT QUESTIONS

DIRECTIONS: Use references to complete the following questions.

1. Name the three important types of basic knit fabrics and explain their differences in properties and characteristics.

2. Explain the differences between single knits and double knits.

3. Briefly discuss three differences between tricot and raschel fabrics.

4. How would a higher number of wales and courses per inch in a given knitted fabric affect:

    a. fabric stability

    b. recovery from stretching

5. Why do many knit fabrics provide excellent insulation and warmth in still air, but tend to be poor body insulators under windy conditions?

SHRINKAGE EVALUATION

Materials:	12" by 12" piece of muslin with warp direction marked	iron
		ruler
	indelible ink pen	detergent
	washing machine	pressing board

DIRECTIONS:

1. Be sure the fabric to be tested is smooth and free from wrinkles.

2. Use the indelible ink pen to make two fine marks exactly 10 inches apart in the center of the fabric and in the warp direction.

3. Use the indelible ink pen to make two fine marks exactly 10 inches apart in the center of the fabric and in the felling direction.

4. Wash the sample in a fully loaded machine. Dry, and carefully press, being sure not to stretch the fabric.

5. Measure the distances between both sets of marks to the nearest sixteenth of an inch.

6. Determine the shrinkage of the fabric using the formula:

$$\% \text{ Shrinkage} = \frac{\text{Original Distance} - \text{Final Distance}}{\text{Original Distance}} \times 100$$

MATCHING FINISHES

DIRECTIONS: Listed below are categories of finishing processes. Match each process as it relates to its purpose. Answers may be used more than one time.

Categories

A. Mechanical:
finishes that cause a physical change only.

B. Additive:
finishes in which a substance is held mechanically on the fiber or fabric

C. Chemical:
finishes in which a chemical reaction causes a permanent change in the fiber.

_____1. bleaching

_____2. moire

_____3. starching

_____4. mercerization

_____5. embossing

_____6. parchment

_____7. calendering

_____8. puckered surfaces

_____9. etched effects

_____10. tentering

Match the following: (Answers may be used more than one time)

________1. weighting
________2. flame retardant
________3. antislip
________4. wrinkle resistant
________5. calendering
________6. schreinerizing
________7. thermal
________8. napping
________9. tentering
________10. mercerization
________11. absorbent
________12. biological resistant
________13. flocking

A. Fabric care
B. Comfort
C. Durability
D. General mill
E. Aesthetic appearance

Appendix A
Strategy 6.3.3

FABRIC WRINKLE RESISTANCE EVALUATION

DIRECTIONS: Test each fabric from the swatch set by folding the swatches in half, back to back, and then in half again for as many times as the sample permits. Using the same amount of pressure, hold this folded sample down on a table with a book for 30 seconds. Lift the book. No pronounced crease marks will show on resilient fabrics. Definite crease marks will remain on the fabrics lacking resilience. Repeat this procedure for each swatch and record the results below:

Fabric	Resilience		Comments
	No	Yes	

Appendix A
Strategy 6.4.2

FLAMMABILITY OF WEARING APPAREL

General Data

1. The National Safety Council estimates that about 1500 deaths and 100,000 non-fatal clothing fire casualties occur annually. The most frequent victims of clothing fires are children and elderly people. Clothing fires can occur to children playing with matches or cigaret lighters, playing around stoves and heaters, scuffing burning leaves or getting too close to outdoor fires. Elderly people often set their clothes on fire while using stoves and ranges carelessly, warming themselves at fireplaces or near heaters, or falling asleep while smoking. But clothing fires can and do happen to people at all ages.

The Problem

2. Prevention of clothing fires is paramount because these fires frequently affect unusually large areas of the body with 3rd degree burns, and lead to painful suffering, costly medical treatment and severe emotional impact on the victims and their families.

3. Many of these burn accidents and injuries could be prevented. In the case of the high risk groups (the young, elderly and the disabled), the use of flame-retardant fabrics in articles of wearing apparel and bedding would greatly reduce the risk of these types of burn injuries.

4. The hazard of flammability in wearing apparel is not an isolated problem since it cannot be disassociated from the human being, his behavior and his use of fire whether for cooking, heating or smoking.

5. The problem of clothing fires is complex. Flammability of any garment is affected by a number of factors: The basic fiber or blend of fibers used in making a fabric, the weight and weave of the fabric, the surface of the fabric, different fabrics worn in conjunction with each other, and the design of the garment will affect the ease with which a garment will ignite and the rate at which it will burn.

Burning Characteristics of Fibers

6. Many people are under the impression that man-made fibers are more flammable than the older natural fibers of cotton, silk, wool and linen. Basically, man-made rayon is no more flammable than cotton, while all the other man-made fibers are less flammable and some, such as glass-fibers, will hardly burn at all. Although rayon is a man-made fiber, it does not differ chemically from natural cotton and, therefore, has very much the same burning characteristics as cotton.

7. However, aside from their varied burning rates another property of some man-made fibers is important. In many cases, when man-made fibers are exposed to heat or flame they will tend to soften. Some will actually melt and form a syrupy liquid or a sticky, tar-like substance. This property can

cause more severe, deeper burns than fibers which do not become sticky or melt.

8. There are 16 generic groups of man-made fibers; however, acetate, acrylic, glass, metallic, modacrylic, nylon, olefin, polyester, rayon, rubber, saran, spandex and vinyon are the most common groups produced in this country. The burning properties of these fibers are as varied as the number of registered trademarks in each group. Of these fiber groups mentioned, glass, modacrylic, saran and vinyon are quite flame resistant. Nylon in some forms is relatively flame resistant, while in other cases it will support burning. All other groups of fibers will support combustion and burn continually, at varying rates, but none as fast as rayon or cotton.

9. Wool is the least flammable of the natural fibers used to make clothing. Silk in its natural state is not very flammable, but foreign chemicals, often added in order to give it more body or stiffness, may increase the flammability considerably. Sheer silk nets will burn much more readily than heavy silk "weaves".

10. To illustrate the complexity of the problem: A person could be wearing a garment made of a man-made fabric which in itself is reasonably safe because the fabric might not support burning. Yet a garment of a more flammable fabric worn in conjunction with the first could cause melting, resulting in even deeper burn injuries. Since the advent of new man-made fibers and the wider use of these fibers in clothing, the problem of flammability of wearing apparel becomes more serious and complex.

Other Related Factors

11. Four factors determine the flammability or burning characteristics of wearing apparel and should be considered when purchasing or making apparel.

a. Basic Fiber or Blend of Fibers

It is relatively easy to test and determine the speed at which a single group of fibers burn, such as wool, cotton, rayon, etc. More recently, however, blends of one, two or three fibers are being used to create desirable properties in apparel fabrics. This then affects and brings in the burning characteristics of those fabrics. For example, a fiber such as cotton that ignites easily and burns rapidly might be combined with a man-made fiber that ignites slowly. Once ignited, this blend may burn with more intensity and produce more severe burns.

Another aspect is that basic fibers may be manufactured or finished in such a manner that their flammability is affected. For example, glass fiber in its natural color is non-combustible but glass fabrics will burn when treated with certain color finishes or blended with some flammable fiber.

b. Weight and Weave of Fabric

Tightness of weave and weight of the fabric affect burning. Cotton fibers can be made into the following fabrics:

(1) very sheer, lightweight fabric such as organdy.

(2) medium weight fabric such as denim.

(3) heavy fabric such as canvas.

A tightly woven heavy fabric such as canvas would be very difficult to ignite compared to the sheer, lightweight, filmy fabric of organdy. Once ignited the flame of the organdy would probably travel faster than would the denim or canvas. However, both heavy and lightweight fabrics of certain types can burn with great intensity and give off an exceptional amount of heat once ignited.

c. Surface of the Fabric
A napped fabric with air space between loose, fine fibers will ignite much more readily than a smooth surface. Generally speaking, fabrics with shorter pile, greater density and uncut loop construction will be less likely to burn than fabrics with a high, fluffy pile. A cotton flannel will probably burn more quickly than other cotton fabrics because of the napped surface, but may not cause base fabric ignition because of low heat intensity.

d. Design of the Garment
Bell type or long, full sleeves on housecoats and dresses worn while cooking are hazardous near gas or electric burners. Bouffant skirts or skirts with ruffles swing easily into a fire or ignite by contact with space or wall heaters. Ruffle trimmed blouses are a hazard for the careless smoker. It should be emphasized that the farther the garment is from the wearer's body the greater the chance of ignition and the more dangerous it is from a fire standpoint. Garments worn by men and boys are usually safer than those worn by girls and women.

Clothing worn by females at weddings and parties because of light weight and design may be particularly hazardous due to available sources of ignition such as lighted cigarets, candles or matches. With elderly people, the problem is largely one of inappropriate garments combined with lack of coordination in handling equipment used for heating and cooking, as well as carelessness and failure to realize the existence of a fire hazard. Design of costumes worn in plays and for parties should also be considered.

Controlling the Problem
12. A number of years ago some dangerously flammable fabrics in the form of "torch sweaters" and cowboy chaps appeared on the market and focused the attention of the public to flammable wearing apparel. Congress passed the Flammable Fabrics Act of 1954 in an effort to protect the public from dangerously flammable wearing apparel hazards. This act covered and controlled goods in interstate commerce; several states followed with their own laws formulated from the commercial standard, the compliance criterion for the Flammable Fabrics Act.

13. In December of 1967, Congress passed a series of amendments to strengthen the Flammable Fabrics Act. These amendments extend the coverage of the original act which excluded certain articles of wearing apparel such as hats, shoes and interlinings, as well as fabrics used for interior furnishings of homes. They also provide for the establishment of a National Advisory Committee for the Flammable Fabrics Act, require the Department of Health, Edu-

cation and Welfare to conduct a continuing study and investigation of the deaths, injuries and economic losses resulting from accidental burning of fabrics, and direct the Secretary of Commerce to develop and promulgate standards.

Standard
14. The National Fire Protection Association has issued a standard for Classification of Wearing Apparel for Relative Flammability (NFPA No. 702), reproduced here in part:

Normal Flammability. The general class shall include textiles which meet the minimum requirements set forth in Class 1, Class 2, and Class 3, and these are generally accepted as having no unusual burning characteristics. Test methods used for classifications are included in the standard.
Class 1. This class shall include all textiles which show a time of flame spread of 20 seconds or more when tested, and may be considered relatively slow burning.
Class 2. This class shall include all textiles which show a time of flame spread of 8 to 19 seconds inclusive when tested, and may be considered moderately flammable.
Class 3. This class shall include all textiles which show a time of flame spread of 3 to 7 seconds inclusive when tested, and may be considered relatively flammable.
Rapid Burning. This general class shall include all textiles which are considered dangerously flammable and recognized as being unsuitable for clothing because of their rapid burning.
Class 4. This class shall include all textiles which show a time of flame spread of less than 3 seconds when tested.

Public Education
15. The public is not yet educated to the magnitude and seriousness of the burn problem or to the ways in which burn accidents could be prevented. Consumer education, as well as fire prevention and home safety programs in school and community, should include information on precautions to prevent clothing from catching fire, proper action to take if ignition occurs, design factors to consider when making or purchasing clothing, what to wear on specific occasions, how fabrics react to fire and proper selection of fabrics for interior furnishings of homes (bedding, carpets, draperies, curtains, etc.)
16. Flammable liquids spilled on clothing constitute a serious hazard. Generally, flammable liquids should not be used for starting fires. Commercial starters are preferable. Special precautions should always be taken when handling these liquids to keep them away from any source of ignition and to prevent spillage of any liquid on clothing. One situation that presents a fire hazard is the outdoor grill, commonly used during the summer. Some forethought is necessary to chefs to select proper clothing as well as the

type of igniting fluid used. Special prepared liquids desirable for charcoal fires are available but still require considerable care in their use since their ignition temperatures are roughly that of kerosene. Loose shirt sleeves, shirt tails and neckties can easily catch fire and should be avoided by the chef.

17. Since carelessness is a principal cause of clothing fires, the following precautions should be outlined in educational programs:

a. NEVER take a chance with fire, no matter what kind of clothing is worn.
b. Be especially careful when wearing full, flowing, fluffy garments of sheer material, chiffon, voile, tulle, net or those with long nap such as brushed rayon.
c. Dress small children for play in clothes of slow burning material, such as denim, and of simple design. Watch them carefully when they are dressed in lighter, filmier garments so they will not be exposed to possible sources of ignition such as stoves, unprotected heaters, fires in unscreened fireplaces and outdoor open fires.
d. Watch elderly people with infirmities of poor eyesight, shaky hands, poor balance, tendency to fall asleep in chairs while smoking. It is best to discourage or not allow smoking in bed. Bed-ridden persons should be supervised.
e. Caution baby sitters regarding the protection of children to keep their clothing from becoming ignited.
f. Instruct all members of the family on what to do if clothing should catch fire. Never run. Running fans the flame and accelerates burning. Remaining in a standing position allows flame and smoke to rise upward over the face and to get into the lungs. Always drop into a horizontal position wherever you are. Remove clothing if possible. If indoors, roll a rug over yourself, or any heavy fabric nearby can be used - a heavy coat or heavy cover of some kind. If outdoors, roll on the ground. Anything that can smother or extinguish the fire such as water, sand or a heavy fabric wrapped around the body will keep the extent of injury to a minimum.
g. People taking part in school, church or club plays or entertainment and wearing costumes made of sheer filmy fabrics should be particularly careful about fire. Several years ago, some little girls in a school play were in a home economics room awaiting their turn on the stage. One child climbed on a chair and lit a burner on a gas stove. Her filmy costume ignited. Flame flashed over the garment. The children panicked. The little girl died of burns. Several of the other children were seriously injured.

Flame Retardant Fabrics

18. Fibers of vegetable origin such as cotton and rayon tend to burn fairly quickly but can be treated with chemicals that will make them permanently flame retardant. Such treated fabrics at present are not comonly available, either in ready to wear apparel or yardgoods. It is possible to treat cotton fabrics with a temporary flame retardant solution at home. The most desirable use for such a treatment would be for costumes used by children and for curtains placed near sources of heat or ignition.

19. One formula requires a solution consisting of seven ounces of borax and three ounces of boric acid in two quarts of water. This treatment does give cotton fabric a somewhat harsh, boardy feel, but for curtain and costumes worn occasionally, this should not make any difference. The fabric or garment should be immersed, saturated with the solution and then be allowed to drip dry. If dampened by rain or washed, the fire retardancy is lost and the treatment must be re-applied. Before relying on temporary treatment, check threads for flame-retardancy and effectiveness of treatment.

Granted permission from:
National Safety Council, Chicago, Illinois 60611:n.d.

Appendix A
Strategy 6.4.3

FLAMMABILITY SURVEY SHEET

DIRECTIONS: Survey the draperies, carpeting, upholstered furniture and clothing in your home. Record the flammability protection below.

Flammability protection	No	Yes
Draperies		
living room		
kitchen		
family room		
bedrooms		
1		
2		
3		
Carpeting		
living room		
kitchen		
family room		
bedrooms		
1		
2		
3		
Upholstered furniture		
living room		
family room		
bedrooms		
1		
2		
3		
Clothing		
Sleepwear		
Others		

BURNING CHARACTERISTICS OF TEXTILE FIBERS

Fiber	Burn or Melt	Shrinks From Flame	Odor	Residue	Other Properties
Cellulosic					
Cotton	Burns only	No	Burning paper, leaves or wood	Fine, feathery grey ash	--
Flax, Hemp, Jute, Ramie, etc.	Same as for cotton				
Rayon	Same as for cotton (fiber contains cellulose)				
Protein					
Wool, Mohair,	Burns only	Yes	Very strong odor of burning hair or chicken feathers	Black, hollow irregular bead which crushes easily to a gritty, black powder	Self-extinguishing
Silk	Same as for wool except odor is not as strong and may smell more like charred or burning meat (no sulphur content like wool)				
Man-Made					
Acetate	Burns & Melts	Yes	Combination of burning paper and vinegar	Dark, hard, solid bead	--
Acrylic	Burns & Melts	Yes	Broiled fish	Hard, irregular shape bead	Flame gives off black smoke
Glass	Melts only	Very slowly	No odor	Hard, whitish bead	Flame resistant fiber; heat from match will not cause fiber to melt

Modacrylic	Burns & Melts	Yes	Chemical	Hard, black irregular bead	Self-extinguishing
Nylon	Burns & Melts	Yes	Celery	Hard, cream-colored bead. If fibers are overheated, bead will become dark.	Flaming usually caused by finish present; drops of melted fiber may fall from heated portion of sample
Olefin	Burns & Melts	Yes	Chemical	Hard, tan bead	Flame gives off black smoke
Polyester	Burns & Melts	Yes	Sweet chemical	Hard, cream-colored bead. If fibers are overheated, bead will become dark.	Drops of melted fiber may fall from heated portion of sample; flame gives off black smoke
Saran	Burns & Melts	Yes	Chemical	Hard, black irregular bead	Self-extinguishing
Spandex	Burns & Melts	No	Chemical	Soft, black ash	--
Triacetate	Same as for acetate				
Vinal	Burns & Melts	Yes	Paraffin-like or chemical	Hard, tan bead	--
Vinyon	Burns & Melts	Yes	Acrid	Hard, black irregular bead	--

Permission granted from:
Pizzito, J. Fabric Science. New York: Fairchild Publications, Inc., 1974.

PRINCIPAL CLASSES OF SYNTHETIC DYES

DIRECTIONS: Record the major dye classes and the fibers with which these dyes are used and the major characteristics of the dye.

Dye Class	Fibers	Important Characteristics

DYEING NOTES

DIRECTIONS: Use references to guide you in answering these questions.

1. Explain the importance of dyeing from the consumer's point of view.
2. What factors enter into the selection of a dye?
3. What are the essential differences between stock, yarn, and piece dyeing?
4. Discuss the advantages and disadvantages of direct dyes.
5. What is solution dyeing? What are its advantages?
6. Why are some types of solid color fabrics yarn dyed instead of the more economical method of piece dyeing?
7. a. What is the most widely used method for dyeing fabrics?

   b. What are the reasons for the dominant use of the method named?
8. What factors determine the durability of a dye?
9. What kinds of dyes are used primarily a) for the natural fibers, b) for the man-made cellulosic fibers c) for the synthetic fibers.

DYEING AND FINISHING TRIP

1. Describe some of the major dyeing processes you observed:

Solution dye ____________________

Stock dye ____________________

Yarn dye ____________________

Piece dye ____________________

Union dye ____________________

2. Describe some of the major finishing processes you observed:

Improvement of appearance and texture ____________________

Changing weight, flexibility and hand ____________________

Increasing serviceability ____________________

Appendix A
Strategy 6.5.7

DYE EVALUATION SHEET

DIRECTIONS: Examine the fabric swatches and determine the quality of the dye processes; record the results on this sheet.

Fabric	Color bleeding	Stained, streaked	Color crocking	Other

COLORFASTNESS EVALUATION

DIRECTIONS: Use the dyed samples and determine the colorfastness to the following conditions:

Conditions	Method	Results
Light		
Laundering and Drycleaning		
Perspiration		
Crocking		

PRINTING NOTES

DIRECTIONS: Use references in answering these questions.

1. How can spinning and weaving processes produce decoration
   a. in fabrics,
   b. in finishing processes?

2. Describe block printing.

3. What are the differences between discharge and resist printing?

4. How do you determine if a color design is printed or woven?

5. Compare and contrast the batik method and the resist method of decoration.

6. Describe tie dyeing.

7. Why are most fabrics machine-printed?

8. What are the characteristics of a well-printed fabric?

9. What are some of the methods of hand decoration with color?

10. How does electrostatic printing differ from flock printing?

PRINTING METHODS

DIRECTIONS: Record the printing information in the following chart.

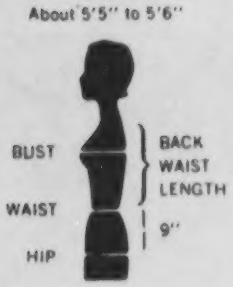
Printing Method	Major features and Advantages	Limitations and Disadvantages
1		
2		
3		
4		
5		

PRINTED FABRIC EVALUATION

DIRECTIONS: Evaluate the printed fabric swatches and record the results in the chart.

Printed Fabric swatch	Fuzzy Pattern	Off-register	Tender spots

FEMALE FIGURE TYPES

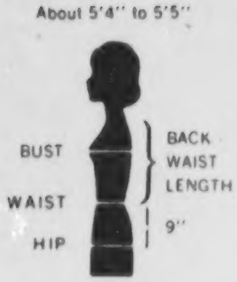

About 5'5" to 5'6"
BUST
WAIST
HIP
BACK WAIST LENGTH
9"

MISSES' 5'5" to 5'8"

Figure type designed for the well-proportioned figure. The Misses' figure is considered the "average" figure. Hip measurement is taken 9" below the waistline.

Height taken in stocking feet.

Size	6	8	10	12	14	16	18	20
Bust	30½	31½	32½	34	36	38	40	42
Waist	23	24	25	26½	28	30	32	34
Hip	32½	33½	34½	36	38	40	42	44
Back Waist Length	15½	15¾	16	16¼	16½	16¾	17	17¼

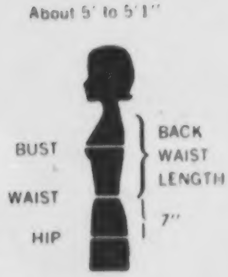

About 5'4" to 5'5"
BUST
WAIST
HIP
BACK WAIST LENGTH
9"

JUNIOR 5'4" to 5'5"

Figure type designed for the well-proportioned figure with shorter waist length and higher bust than the Misses' figure. Hip measurement is taken 9" below the waistline.

Height taken in stocking feet.

Size	5	7	9	11	13	15
Bust	30	31	32	33½	35	37
Waist	22½	23½	24½	25½	27	29
Hip	32	33	34	35½	37	39
Back Waist Length	15	15¼	15½	15¾	16	16¼


About 5' to 5'1"
BUST
WAIST
HIP
BACK WAIST LENGTH
7"

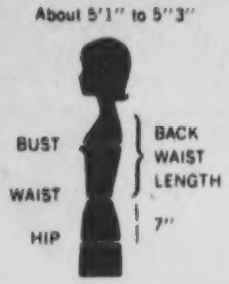
JUNIOR PETITE 5' to 5'1"

Figure type designed for the small, well-proportioned figure with a higher bust than the Misses' figure and a shorter waist length than the Junior figure. Hip measurement is taken 7" below the waistline.

Height taken in stocking feet.

Size	3JP	5JP	7JP	9JP	11JP	13JP
Bust	30	31	32	33	34	35
Waist	22	23	24	25	26	27
Hip	31	32	33	34	35	36
Back Waist Length	14	14¼	14½	14¾	15	15¼

Female Figure Types (continued)

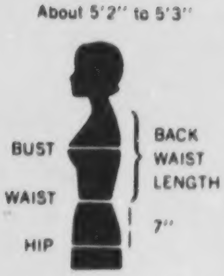

About 5'1" to 5'3"
BUST
WAIST
HIP
BACK WAIST LENGTH
7"

YOUNG JUNIOR/TEEN 5'1" to 5'3"

Figure type designed for the developing teen and pre-teen figure with a short waist length and a small high bustline. Hip measurement is taken 7" below the waistline.

Height taken in stocking feet.

Size	5/6	7/8	9/10	11/12	13/14	15/16
Bust	28	29	30½	32	33½	35
Waist	22	23	24	25	26	27
Hip	31	32	33½	35	36½	38
Back Waist Length	13½	14	14½	15	15⅜	15¾

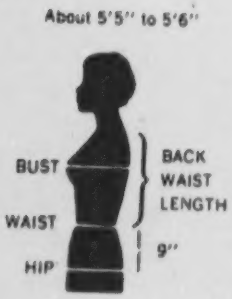

About 5'2" to 5'3"
BUST
WAIST
HIP
BACK WAIST LENGTH
7"

HALF-SIZE 5'2" to 5'3"

Figure type designed for the fully developed figure with a short back waist length and low bustline. Waist and hip are larger in proportion to bust than in the other figure types. Hip measurement taken 7" below waistline.

Height taken in stocking feet.

Size	10½	12½	14½	16½	18½	20½	22½	24½
Bust	33	35	37	39	41	43	45	47
Waist	27	29	31	33	35	37½	40	42½
Hip	35	37	39	41	43	45½	48	50½
Back Waist Length	15	15¼	15½	15¾	15⅞	16	16⅛	16¼


About 5'5" to 5'6"
BUST
WAIST
HIP
BACK WAIST LENGTH
9"

WOMEN'S 5'5" to 5'6"

Figure type designed for the larger, fully mature figure with average waist length and normal bust position. Hip measurement taken 9" below waistline.

Height taken in stocking feet.

Size	38	40	42	44	46	48	50
Bust	42	44	46	48	50	52	54
Waist	35	37	39	41½	44	46½	49
Hip	44	46	48	50	52	54	56
Back Waist Length	17¼	17⅜	17½	17⅝	17¾	17⅞	18

PATTERN CATEGORIES

DIRECTIONS: Look at the following pattern catalogs and fill in the following information:

Butterick

Appeals to ______________________________

____

____

Designers

______________ ______________

______________ ______________

______________ ______________

______________ ______________

Pattern divisions

______________ ______________

______________ ______________

______________ ______________

______________ ______________

______________ ______________

______________ ______________

______________ ______________

______________ ______________

______________ ______________

______________ ______________

______________ ______________

McCalls

Appeals to

Designers

Pattern Divisions

Simplicity

Appeals to ____

Designers

Pattern Divisions

Vogue

Appeals to ____

____

____

Vogue American Designers

____________________ ____________________

____________________ ____________________

____________________ ____________________

____________________ ____________________

Vogue Paris Designers

____________________ ____________________

____________________ ____________________

____________________ ____________________

____________________ ____________________

Vogue International Designers

____________________ ____________________

____________________ ____________________

____________________ ____________________

____________________ ____________________

Pattern Divisions

____________________ ____________________

____________________ ____________________

____________________ ____________________

____________________ ____________________

____________________ ____________________

____________________ ____________________

Additional pattern companies:

____

____

Description:

____

____

____

THREAD PERFORMANCE

DIRECTIONS: Use the spun, filament and core threads on each of the fabric swatches in sewing simple seams and topstitching. Record the results in the chart below.

	Spun	Filament	Core
Seams			
Topstitching			
Other types of sewing			

FABRIC AND THREAD CHART

DIRECTIONS: Determine the threads available in a local store. Record the type and weight of thread for various fabrics below.

Fabrics	The type and weight of thread
Delicate	
Lightweight	
Medium weight	
Medium heavy	
Heavy	
All weights	

BUTTONS AND FASTENINGS EVALUATION

DIRECTIONS: Examine the ready-to-wear garments and evaluate the buttons and fastenings in the space provided below.

	No	Yes
Correct position		
Matching thread		
Neatly attached		
Correct size		
Matching or appropriate color		
Appropriate to care of garment		
Durable		

INTERFACING AND LINING FABRICS

DIRECTIONS: List the interfacing and lining fabrics which can be used in home sewing. Complete the sheet by listing additional information.

Interfacing	Fiber Content	Weight	Use	Advantages	Disadvantages
Lining fabric					

MEASURING WINDOWS ACCURATELY

DIRECTIONS: Follow directions given below and record all data in the appropriate space.

1. Measure a window using the following tools (record your measurements here also):

    a. carpenters rule

    b. steel tape measure

    c. cloth tape measure

2. Compare measurements and explain which tool was the best to use and why.

3. Design a written guide for selecting measuring tools.

Appendix A
Strategy 9.2.6

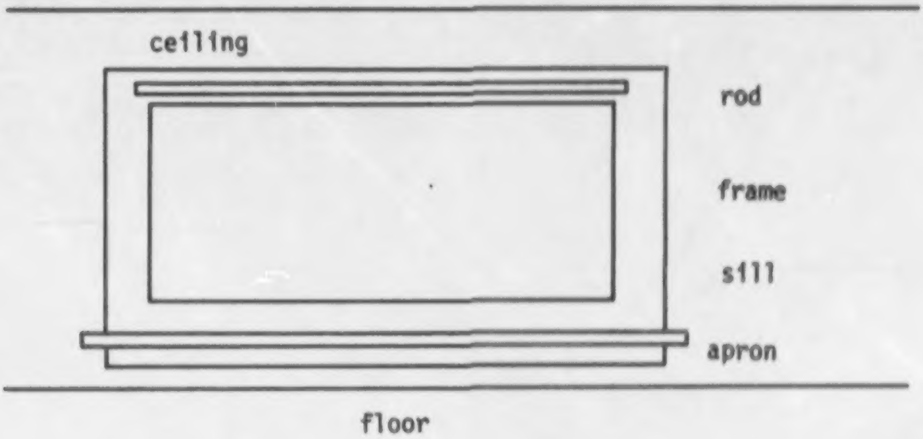
PROCEDURES IN MEASURING A WINDOW*

DIRECTIONS: Follow the guidelines listed below and measure a window in the classroom. Record your measurements in the approprite space. (Note # if window not available in the classroom, measure one in another location.)

1. Width

   a. measure across entire window frame

   b. measure outer edges of window to the fixture brackets



2. Length

   a. measure from the bottom of the rod to the sill

   b. measure from the bottom of the rod to the lower edge of the apron

   c. measure from the bottom of the rod to the floor

*Refer to Window treatment services.

FABRIC ESTIMATION*
PROBLEM #1

DIRECTIONS: Estimate how many yards of fabric are needed for draperies, with 100% fullness, using the information below: Show all computations, step by step, on this sheet.

Dimensions of the area:	144 inches wide
To be draped:	96 inches long
Fabric width:	48 inches

---

*Refer to Window treatment services.

FABRIC ESTIMATION*
PROBLEM #2

DIRECTIONS: Estimate how many yards of fabric are needed to drape the area described below with 100% fullness. Show all computations step by step on this sheet.

Dimensions of the area:	136 inches wide 72 inches long
Fabric width:	48 inches
Pattern repeat in fabric:	19 inches

*Refer to Window treatment services.

FABRIC MERCHANDISING STORES

DIRECTIONS: Fill in the following chart:

	Facilities, Equipment	Services	Comments
Independent			
Chain			
Specialty			
Variety			
Department			
Discount			
Other			

TEXTILE MILL FACTS

Name of Company ______________________________

History of Company ______________________________

____

____

Location of headquarters ______________________________
(executive offices)

____

General location of regional sales offices and mills ______________

____

____

Dollar sales volume ______________________________

Type of fabric made and price range ______________________________

____

____

Company trends and goals ______________________________

____

____

Name of President or Chairman of the Board ______________________________

____

FABRIC SOURCES STUDY GUIDE

1. What is a primary source of fabric? ____________________

2. What role do the mills and converters play in fabric resources? ____________________

3. Describe the mill and its functions: ____________________

4. Explain the function of the converter: ____________________

5. Describe the secondary sources of fabric: ____________________

6. What does the jobber do? ____________________

7. What are gray (greige) goods? ____________________

8. Explain the term put-up: ______________________________

____

____

9. Define remnants: ______________________________

____

____

10. Define pound goods: ______________________________

____

____

11. How is fabric purchased? ______________________________

____

____

12. What does the piece goods salesman carry to help sell his fabrics?

A. ______________________________
B. ______________________________
C. ______________________________
D. ______________________________
E. ______________________________
F. ______________________________

13. What impact does the worth Street Rules have for the fabric store?

____

____

____

ADVERTISING INTERVIEW

1. How do you select the merchandise to be advertised?________________

____

2. What arrangements need to be made for advertising space, media and dates?

____

____

3. What allowance do you have for an advertising budget? ________________

____

4. Who is responsible for the proofing and release of advertisements?

____

5. Additional comments:

____

____

____

SEWING MACHINE REPORT

	NO	YES
1. Does the lamp throw adequate light?	____	____
2. Is the light bulb easy to replace?	____	____
3. Are there adjustable stop positions for the forward and reverse stitch control?	____	____
4. Is the stitch length control easy to read and easy to control?	____	____
5. Will the machine stitch over pins?	____	____
6. Can the stitch control be shifted easily from straight stitch to zigzag?	____	____
7. Does the machine run smoothly at all speeds?	____	____
8. Does the machine start smoothly and run slowly when desired?	____	____
9. Does the machine thread easily?	____	____
10. Is the bobbin easy to insert and remove?	____	____
11. Is it comfortable to use the knee or foot electric motor control?	____	____
12. Is the machine easy to guide when stitching curved seams?	____	____
13. Is it easy to fill the bobbin evenly?	____	____
14. Can the feed dog be dropped?	____	____
15. Is the machine easy to oil and keep clean?	____	____
16. Is the machine relatively quiet in operating?	____	____
17. Is the cabinet or the carrying case well constructed?	____	____

Brand ______________________________

Manufacturer ______________________________

Voltage ______________ Wattage ______________

Model ______________ UL Seal ______________

Guaranty or warranty: number of years ______________

What does it cover ______________________________

SALESPERSON EVALUATION

DIRECTIONS: Use this form at a fabric store and record the salesperson activities in the appropriate column.

Check sheet for salesperson-customer interactions.

Does the salesperson:	No	Yes
convey a friendly and courteous approach		
use an interesting tone of voice		
gain the customer's favorable attention		
stimulate the customer's interest		
open the sale		
determine customer wants		
present the goods		
obtain a favorable customer decision		
perform the mechanics of closing		
return to selling station		

Comments:

BUSINESS TRANSACTION

DIRECTIONS: Make up a sample problem and record the purchases in the appropriate place. Complete the sales transaction by figuring the subtotal, tax and total sale.

MIDWEST DEPARTMENT STORE

170 Quality St.
Sewing City, U.S.A.

Clerk	Date

ITEMS:

Sub Total		
Tax		
TOTAL SALE		

CLOSING THE SALE

DIRECTIONS: Work in small groups to complete the following activity.

The customer has purchased polyester double knit fabric, pattern, interfacing, zipper and thread. Her bill comes to $17.85. Go through the necessary steps to close the sale.

Role play in the following manner:

1. Cash take. (Customer pays cash and takes the merchandise.)
2. Charge take. (Customer has the merchandise charged and takes it.)

CUSTOMER-SALESPERSON SITUATIONS

DIRECTIONS: Work through each problem and record the correct answer.

1. The customer has made a purchase of $7.21 and has given the salesperson $20.00. Figure the change to complete the sale.

2. A sale of $2.32 has been made and the customer gives the salesperson $5.02. Figure the correct change.

3. The total sale comes to $37.89. The customer gives the salesperson $40.00. What change does the customer receive?

4. The customer has purchased $1.12 of goods and gives the salesperson $2.00. Figure the correct change.

Appendix A
Strategy 10.5.1

QUESTIONS FOR FABRIC AND TEXTILES MERCHANDISING SALESPERSONS

DIRECTIONS: Below are some topics which might be asked by fabric customers. For each question, indicate with a check (✓) the response which best describes how often you feel called upon to explain that item.

I. FREQUENCY OF INQUIRY

	HOW OFTEN ASKED			
	Never	Seldom	Sometimes	Frequently
POLYESTER KNITS				
1. Is it machine washable?	___	___	___	___
2. Will it stretch?	___	___	___	___
3. Is it hot?	___	___	___	___
4. Should it be hung up to dry?	___	___	___	___
5. Should it be lined?	___	___	___	___
6. What kind of interfacing should be used?	___	___	___	___
7. What kind of thread should be used?	___	___	___	___
8. Does it have to be cut?	___	___	___	___
9. Will it snag?	___	___	___	___
KETTLECLOTH				
10. Will the color fade?	___	___	___	___
11. Will it lose its body?	___	___	___	___
12. How much ironing is needed?	___	___	___	___
13. What is the fiber content?	___	___	___	___
14. What kind of interfacing should be used?	___	___	___	___

	HOW OFTEN ASKED			
	Never	Seldom	Sometimes	Frequently
WOOLS/WOOL TYPES/FAKE FURS				
15. Is it washable?	___	___	___	___
16. Does it need to be lined?	___	___	___	___
17. Will the bonding stay glued?	___	___	___	___
18. What special care does it need?	___	___	___	___
SPORTSWEAR COTTONS				
19. Will it fade?	___	___	___	___
20. Will it shrink?	___	___	___	___
21. Can it be bleached?	___	___	___	___
22. Will it hold a crease?	___	___	___	___
23. Will it wrinkle much?	___	___	___	___
24. Will it ravel much?	___	___	___	___
DRESS/BLOUSE PRINTS				
25. Is it washable?	___	___	___	___
26. Will it shrink?	___	___	___	___
27. Will it fade?	___	___	___	___
28. Will it ravel much?	___	___	___	___
29. Is it wrinkle free?	___	___	___	___
DRESSY FABRICS				
30. Is it washable?	___	___	___	___
31. Will it shrink?	___	___	___	___
32. Does it need to be lined?	___	___	___	___
33. Will it ravel?	___	___	___	___
34. What kind of thread should be used?	___	___	___	___

II. Short answer questions

1. What are some questions which customers ask about fabrics that you find difficult to answer?

   A.

   B.

   C.

2. What are some specific complaints that customers have about fabrics?

   A.

   B.

   C.

III. Application questions

For each item, check (✓) the response which best describes your opinion. In answering, you might consider major end uses, characteristics, and care of the fabrics.

1. Mrs. Smith will be making jumpers for her daughters to wear to school next fall. She needs a fabric that is comfortable, easy to care for, and easy to sew. What fabric would you recommend?

   _____ wool flannel

   _____ acrylic/rayon flannel

   _____ corduroy

   _____ other ______________________________

2. Mary is making a jumper from a textured polyester double knit fabric. To avoid bulk at the neckline and armholes, what kind of fabric would you suggest for the facings?

_____ acetate sheath lining

_____ polyester lining

_____ polyester/cotton lining

_____ other ________________________________

3. Mrs. Jones is making a vest of washable vinyl. What type of lining would you suggest?

_____ cotton

_____ acetate

_____ other ________________________________

4. Janie is making a white parka of a nylon fabric. For the red trim, what would you suggest she use?

_____ cotton braid

_____ rayon braid

_____ other ________________________________

5. For a bathing suit, what would be the most suitable and comfortable fabric you would recommend for a teenager?

_____ stretch

_____ nylon knit

_____ other ________________________________

FAMILY ROOM PROJECT

DIRECTIONS: You are working as a fabric salesperson and you are responsible for assisting in planning for draperies and slip covers in a family room. The family has 2 parents and 3 teenage children; they like to entertain.

Family Room Description:

Room 20' by 30' with north exposure
One wall: mahogany panel
Other walls: light yellow

Four window measurements:
2 each 30" x 60"
2 each 60" x 84"

Drapery Sample
fiber content

Lining Sample
fiber content

Determine the yardage for the draperies:

Drapery fabric ________

Lining fabric ________

Cost ________

A conventional davenport needs slip covers. Determine the required yardage:

slip cover fabric ____________

fiber content ____________

cost ____________

WEDDING PROJECT

DIRECTIONS: You are working as a fabric salesperson and you are responsible for assisting in planning and coordinating the bridal attire for an informal garden wedding in August for a couple in their early twenties.

The following information is needed:

Pattern company, numbers, sketches for the bride and attendants:

Swatches/samples of gown fabric: Required fabric ______________

Trim or lace samples: Fiber content: ______________

Lining samples: Cost: ______________

All notions and supplies:

Required: ________________

Cost: ________________

Measurements:	Bust	Waist	Hip	Back Waist Length
1. Bride 5'7", ash blond, blue eyes	34	26	37	15
2. Maid of honor 5'6", honey blond, blue eyes	36	26	38	16
3. Bridesmaid 5'5", light brown hair, green eyes	38	30	40	16
4. Bridesmaid 5'7", dark brown hair, brown eyes	32	25	36	15

Bride

Pattern company and size ______________________________

____

Sketch of pattern:

Sample of gown fabric:

Fiber content:

Lining sample:

Fiber content:

Trim or lace sample:

Fiber content:

Bride Cost: pattern ____________
fabric ____________
lining ____________
lace ____________
notions ____________
other ____________

Total ____________

Maid of honor

Pattern company and size ______________________________

____

Sketch of pattern:

Sample of gown fabric:

Fiber content:

Lining sample:

Fiber content:

Trim or lace sample:

Fiber content:

Maid of honor
Cost:

pattern ____________
fabric ____________
lining ____________
lace ____________
notions ____________
other ____________

Total ____________

Bridesmaids

Pattern company and size ______________________________

____

Sketch of pattern:

Sample(s) of gown fabric:

Fiber content:

Lining sample:

Fiber content:

Trim or lace sample:

Fiber content:

Bridesmaids
Cost:

pattern ________
fabric ________
lining ________
lace ________
notions ________
other ________

Total ________

DIRECTIONS: Place the total from each page below and add:

Bride ____________

Maid of Honor ____________

Bridesmaids ____________

GRAND TOTAL ____________

Additional comments:

Appendix A
Strategy 10.6.5

EVALUATION OF THE FABRIC AND TEXTILES MERCHANDISING COURSE

1. Have you gained the necessary knowledge for working in a fabric store?

____

____

2. Were there enough laboratories in this class? ____________________

____

3. What part of the course was of the greatest value to you?

____

____

4. What would you like to add to the class? ____________________

____

5. What did you learn about the job market that will be helpful to you?

____

____

6. The class period should be:
   a. same length ____
   b. longer length ____
   c. shorter length ____

7. Did you have sufficient evaluation on your class assignments?

____

____

8. Would you recommend this course to someone else? Why? Why not?

____

____

EVALUATION OF LININGS AND INTERFACINGS IN COMMERCIAL GARMENTS

DIRECTIONS: Use the following form to evaluate linings and/or interfacings in commercial garments in local stores. Examine at least six garments. Identify the name of the store also.

Garment	Cost	Store	Appropriate weight	Appropriate fiber for garment	Construction satisfactory	Lining color Coordinates	Securely attached

Comments:

SPECIAL SALES WORK SHEET

DIRECTIONS: Answer the following questions about fabric sales and promotion advertisements. If possible compare procedures at two stores.

1. What determines putting a fabric on sale? ______________________________

2. Is there a special time each month/year that the store has sales? ______

3. What is involved in getting ready for a sale? ______________________________

4. What papers carry the advertisements? ______________________________

5. What determines the amount of the mark down? ______________________________

6. How does the salesperson figure markdowns when selling fabric?__________

7. How are the amounts of fabric sold during a sale recorded? __________

8. Are fabrics especially brought in from outside sources for the sale? If so, from where? __________

9. Are additional salespersons needed during the sale? __________

10. How long does the sale usually last? __________

11. Does the fabric ever return to the original price? If so, when? __________

BLOCK PRINTING SUPPLY LIST

DIRECTIONS: These supplies may be purchased in an art store.

Supplies:

linoleum block ("Fused Gray" are best)

textile colors (Prang)

extendor

block print extendor

cutting tools

fabric

brayer

turpentine

large container

TIE-DYEING SUPPLY LIST

DIRECTIONS: The following supplies are needed:

Supplies:

- soft cloth
- string, thread
- needle
- clorox
- dye
- marbles, pebbles, buttons
- vinegar
- salt
- large container (enamel)
- rubber gloves

BATIK SUPPLY LIST

DIRECTIONS: Some of the supplies may be found at an art store.
The following supplies are needed:

Tjanting needle

Bristle brush

wax (Batik)

dyes

cotton, silk or linen fabric

stretcher frame

vinegar

salt

rubber gloves

paper towels

Appendix A
Strategies 4.1.6, 4.4.6, 4.7.6, 4.10.8
PAGE ____________ OF THIS DOCUMENT HAS BEEN
REMOVED BECAUSE IT CONTAINED COPYRIGHTED
MATERIAL.

MATCHING FINISHES KEY

1. C
2. A
3. B
4. C
5. A
6. C
7. A
8. C
9. C
10. A

1. D
2. A
3. C
4. A
5. D
6. E
7. B
8. E
9. D
10. C
11. B
12. A
13. E

Appendix B
Strategy 7.3.4

PATTERN CATEGORIES

Simplicity:

Appeals to beginning sewers and young people, also somewhat fashion conscious (mostly looking for ease in sewing.)

How-To-Sew
Super-Simple
Jiffy
Jiffy Knits
Young Contemporary
Designer Fashions - no designers names listed
Sportswear
How to Sew - Fashion Basic
Simple to Sew
Look Slimmer
Holly Hobbie Fashion

Super Jiffy
Bicentennial
Decorator Patterns
Embroideries

Transfers
Slim-Knit-Fit
Go-Everywhere

Butterick:

The majority of the fashions seem to be most appealing to younger people. The women's section does have a few designs for the more mature woman.

Designers:
Daniel Hechter
Betsey Johnson
Kenzo
John Kloss
Rena Rowan
Willie Smith
Jane Tise

Fast & Easy
Sew & Go
Wrap & Go
Instant Fashion Dresses
Instant Fashion Sportswear
Dual Size Pattern
Seventeen Design Contest Winner
Evening
At Home
Lingerie
Young Fashion for Junior
Young Fashion for Junior Petite
Young Fashion for Young Junior Teen

Fashion for Women & Half Size
Seams Slimmer
Bridal
Maternity
Girls

Childrens
Toddlers

Layettes
Person Fitting Pattern

Men
Teen Boys
Boys
Guys & Girls

Embroidery
Accessories
Costumes (Bicentennial)

McCall's:

Easy Fashion Shop:	Easy	
	Quick & Easy	
	Sew For Fun	
	Easy to Sew	
Sportswear Shop:	3 size patterns series	Separates
	Pounds Thinner	
Dress & Designer Shop:	D. D. Dominick	
	Laura Ashley	
	Halston	
	Stephen Burrows	
	P. J. Jones	
	Cinnamon	
Marlo's Corner:	Marlo Thomas	
Women & Half-Size:	Pounds Thinner	
	Three-size Patterns	
	Knit-Fit	
Everything Else Shop:	Coats	
	Suits	
	Bridal	
	Lingerie	
	Maternity	
	Loungewear	
	Party	
Basic Try-on:		
Young Junior Teen:		
Children's Shop:	Laura Ashley	
	Almost-As-Easy	
	Easy-To-Sew	
	3 size patterns	
	Quick & Easy	
Men & Boy's Shop:	Male Pattern	
Gift, Things, & Craft:	Embroidery	
	Bicentennial Costumes	
	Doll's Clothing	
	Stuffed Toys	
	Appliquès	
	Costumes	
	Home Accessories	

Geared largely toward younger, and those less experienced in sewing.

Vogue:

Vogue Patterns appeal to people with expensive taste who enjoy good design with designer's finishing touches. Vogue Patterns also attract seamstresses who like designer or professional techniques in construction.

Basic Design
Designer Originals
Paris Designer Original
American Designer Original
International "   "

Appendix B
Strategy 7.3.4

Vogue American Designers:

Jerry Silverman
Geoffrey Beene
Bill Blass
Anne Klein
Teal Traina
Carol Horn
Chuck Howard
Oscar De Las Renta
Stan Herman
Ralph Lauren
Calvin Klien
Leo Marducci

Vogue Paris Designers:

Cheo'
Christian Dior
Pierre Balmain
Jean Fatou
Yves Saint Laurent
Sonia Rekiel
Nina Ricci
Emanuel Ungaro
Givenchy
Lanven
Molyneux

Vogue International Designers:

Valentino
Belinda Bellville
Galitzine
Jean Muir
Labiani
Sybil Connally

Permission granted from:
Madison Area Technical College, Madison:1976.

Appendix B
Strategies
7.6.5,8.6.3,9.2.7

EMPLOYEE/LEARNER EVALUATION SHEET

Employee/Learner's Name ______________________________ Date __________

Business Name ____

Business Location ____

Supervisor ______________________________________

Check the following characteristics as they relate to the individual. Explanatory comments may be added after each item.

	Not Acceptable 1	2	Acceptable 3	4	Highly Acceptable 5
A. General personal appearance	___	___	___	___	___
B. Punctuality	___	___	___	___	___
C. Poise	___	___	___	___	___

Appendix B
Strategies
7.6.3,8.6.3,9.2.7

	Not Acceptable 1	2	Acceptable 3	4	Highly Acceptable 5
D. Knowledge of fabric and textiles (as it relates to wearing properties, care procedures and end uses of fibers)	___	___	___	___	___
E. Store displays (plan and implement attractive displays)	___	___	___	___	___
F. Pattern selection (correct size for figure and fabric)	___	___	___	___	___
G. Notions (assist in selection)	___	___	___	___	___

	Not Acceptable 1	2	Acceptable 3	4	Highly Acceptable 5
H. Interfacings and linings (assist in selection and measuring)	___	___	___	___	___
I. Business transactions (determine yardage and cut or tear if appropriate; figure cost accurately and complete business transaction)	___	___	___	___	___
J. General store maintenance (keep things orderly)	___	___	___	___	___

Appendix B
Strategy 9.2.6

ANSWER SHEET FOR PROBLEM 1

Step 1.

144 inches width of area to be draped
+ 18 inches for seam allowances

324 inches is the total width needed.

Step 2.

The fabric is 48 inches wide. Divide the width of fabric into the total inches needed for the area to be draped obtained in Step 1.

$$\begin{array}{r} 6.75 \\ 48\;\overline{)\,324.00} \end{array}$$

(Round off answer to decide that 7 widths are needed.)

Step 3.

Obtain desired length of draperies.
96 inches desired finished length
+ 13 inches hem allowances
109 inches

Step 4.

Multiple the number of widths of fabric times the number of inches required for the length.

7 widths x 109 inches = 763 inches of fabric required.

Step 5.

Convert the number of inches of fabric required to yards by dividing by 36.

$$\begin{array}{r} 21.19 \\ 36\;\overline{)\,763.00} \end{array}$$

(Round off answer to decide that 21 1/2 or 22 yards of fabric are needed to drape an area 144 inches by 96 inches.)

ANSWER SHEET FOR PROBLEM 2

Step 1.

36 inches width of area to be draped
+ 18 inches for seam allowances
54 inches x 2 for 100% fullness

108 inches is the total width needed.

Step 2.

The fabric is 48 inches wide. Divide the width of fabric into the total width needed as obtained in Step 1.

$$\begin{array}{r} 2.25 \\ 48\overline{)108.00} \end{array}$$

(Round off answer to decide that 3 widths are needed.)

Step 3.

Obtain desired length of draperies.
72 inches is the desired finished
13 inches hem allowances length
85 inches

Step 4.

Add pattern repeat allowance.
85
+ 19
104 inches

Step 5.

Multiple the number of widths of fabric times the number of inches required for the length.

3 widths x 104 inches = 312 inches of fabric

Step 6.

Convert the number of inches of fabric required to yards by dividing by 36.

$$\begin{array}{r} 8.67 \\ 36\overline{)312.00} \end{array}$$

(Round off answer to decide that 9 yards of fabric are needed to drape an area 36 inches by 96 inches.)

DIRECTIONS FOR BLOCK PRINTING*

Make your design.

Keep in mind your use and the complexity of the design. For a first project use a single color which requires only one small block. Keep in mind the limitations of this technique.

Transfer your design to the block.

Cut your block.

Cut the design on a linoleum block. "Fused Gray" blocks are best for this purpose. They have a light gray non-glare surface which contrasts with a black undercoating, making cutting easy.

Wash the cloth.

Prepare the color.

Mix the following with a palette knife on a piece of glass:

2 parts Textile Color
1 part Extendor
2 parts Hand Blocking Extendor

Apply the color.

1. Spread the mixture evenly on the glass by means of a brayer. The mixture should have the "tacky" quality desired for Hand Blocking. If the mixture becomes too stiff, add a little Extendor No. 1196.

2. Roll the brayer which is now charged with color over the block until it has an even coating of color.

3. Apply the color to the fabric by placing the block face down on the cloth and pounding the block with a mallet or hammer.

4. With larger blocks, place the under padding, cloth, and inked block on the floor. To produce the prints, step onto the block and rock the foot back and forth a few times. This method will provide the most even prints with larger blocks.

   Or, perfect impressions can be readily produced by pressing a cold electric iron over the back of the block.

   Impressions of a linoleum block design may be run off on a regular press, if one is available.

5. Clean the block with turpentine, not with regular textile cleaner.

   DRY THOROUGHLY AND SET
   (See general directions Steps 4 and 5)

*Permission granted from Home Economics Department, University of Northern Iowa.

DIRECTIONS FOR TIE-DYEING*

Tie-dyeing employs the old principle of resist dyeing which is provided by bunching the material into knots or winding with string, tying tightly and dipping in dye. The knotted or tied portion resists the dye, retaining the original color of the cloth.

Colors

If all exposed portions are to be the same color, the entire piece is immersed in the dye solution after bindings are in place. If several colors are to be used, each portion must be immersed separately in its color solution. To get a clear-cut design, dip material into solution up to the bindings, being careful to avoid any overlapping of colors. Often the most beautiful effects are obtained by overlapping the colors, which blends two colors together to make a third. Apply the lightest color first, and those of greatest depth last. If colored cloth is used to start with remember that it will affect the final color. For example, blue dye on rose material becomes lavender or purple. It is best to try out a sample first, remembering that color, when wet, is deeper by two or three shades. When combining contrasting colors, it is usually best to subdue one of them using the softer color for the larger area. Watch combinations - 2 complements gray each other, 2 primaries produce a secondary.

Design

An almost endless variety of artistic designs may be obtained by different ways of tying and knotting. Small geometric forms are brought by tying the cloth over cubes, marbles, matches, pebbles, bolts, button, etc. To make a square, fold cloth on diagonal once, and then on second diagonal. Wrap backward from tip. To make a circle or sunburst effect, pick up a point of cloth, crease downward evenly, and bind at intervals. A shot or marble tied in the center will give a color center. To get clear-cut stripes, gather cloth into folds and bind tightly. Width of stripes is determined by amount of binding. Borders are easily made by tying rows of loops along edge or by tying in rows of marbles, buttons, beads, etc.

The Dye Bath

Follow the directions given for the dye you are using. Have a separate bowl for each color, large enough to dip material easily. The longer the fabric stays in the dye bath, the deeper it will be. Moisten material well in warm water before dipping and rinse in cold water after dyeing each portion.

STRING TIE-DYEING

Strings, thread, tape or narrow strips of cloth are used to bind the material. The tighter it is tied, the clearer-cut the design; the looser, the more irregular and soft-edged the design. Heavy materials should be tied more loosely because their own bulk prevents complete penetration of the dye. Sheer materials require very tight bindings to insure distinct patterns. In intricate designs which require more than one set of bindings remove the first set of strings before applying the second.

Needle Tying. A method of obtaining distinctive shapes and edges is to run a gathering thread around the outline of the desired shape, draw it up tight and tie or wind with string the portion to be left uncolored.

Stick Tying. A variety of designs may be developed by tying over sticks which children use in stick printing. By folding the cloth over these sticks in different ways, geometrical shapes are obtained.

KNOT TIE-DYEING

This simple form of tie-dyeing is suitable only for rather light-weight fabrics. A simple illustration of this to tie a knot in each corner of a square, then take hold of center and tie a knot in it. This gives an irregular diagonal design across each corner and a circular one in the center.

TWIST DYEING

This is a method of folding and twisting material which produces soft, wavy effects. Two or more colors may be used, dipping certain portions of the twist in different colors. By applying one color while the material is twisted lengthwise, and another with the twist running crosswise, an all-over pattern results.

SHADE DYEING

This gives a shaded effect which may range from a very light to a very deep shade of the same color. For large pieces like scarfs or curtains, have an extra pan of cold water in which to place each portion of the material after coloring while the next darker shade is being applied to the rest. First dip entire piece in the lightest shade. Rinse and shake out folds. Then dip in next darker shade as far as desired. To secure better blending of any two colors, dip again in lightest shade along the merging line, allowing dye to penetrate 3 to 4 inches on each side. Rinse, rubbing gently in hands along this line. Re-dip ends in darkest color to deepen the shade.

MATERIALS NEEDED

CLOTH Any soft cloth can be used. If cotton is used, the dressing should be removed by washing with soap and water. Some of the new synthetic fabrics require special dyes. The most satisfactory fabric is silk; it takes most dyes readily and it gives a brilliance of color that you can get in no other fabric. It should not be a heavy--thin silks work well and are easier to handle.

STRING Almost any cotton string can be used. Cotton carpet warp works well. If it is rubbed on a piece of beeswax it will not kink and it will help to keep the dye from penetrating where you do not want it.

ENAMELED PAN FOR DYEING

CLOROX This is a bleach for cleaning pans. Remember it takes color out of fabrics.

A PAIR OF GLASS RODS ABOUT ¼" x 10" These are good for manipulating the fabric and stirring the dye.

PREPARING THE DYE

DYEING - Craftool Batik dye can be mixed in lukewarm water. To insure complete dissolving of powder, it is preferable to use small amount of hot water and then add cold. Various shadings of color are achieved by increasing the amount of powder. Start with ½ tsp. of dye. Dissolve this in 1 C. hot water. To insure increased fastness, it is necessary to add a fixing agent, acetic acid or salt.

Craftool dye #9304 Craftool dye #9305	Silk dyes - A teaspoonful to a tablespoonful of acetic acid (vinegar) to a quart of prepared dye.
Craftool dye #9316 Craftool dye #9317	Cotton Dyes - A teaspoonful of plain salt to a quart of prepared dye.

DYEING THE PIECE

1. Place as much water in the pan as you will need to submerge the tied piece completely. Pour in the concentrated dye mixture, stir well. (Strain dye if it seems advisable.)
2. Before dyeing, wet the tied piece through with cold water. This insures an even dyeing of all exposed parts of the fabric.
3. Leave a long end of string hanging to lift the tied piece in and out of the dye bath.

With the hanging end of string, lower the tied fabric into the dye, pushing it down with a glass rod. Lift it into the air and again submerge it. Do this until it is dyed as deep a color as you desire. In dyeing silk, hold it up to the light and you will know about how it will look when it is dry. When you have finished dyeing, rinse the piece in baths of cold water until the water runs clear. Then the binding strings are removed. (Do not leave fabric in dye too long without checking depth of color.)

One of the attractions of this work is the crinkled effect made in the cloth by the process. This, together with the color radiations, gives a feeling of texture to the fabric. The crinkles can be pressed out if one likes a flatter appearance.

These fabrics should be dry cleaned - if they are washed the color may run a little since it has not been steam set.

*Permission granted from Home Economics Department, University of Northern Iowa.

DIRECTIONS FOR BATIK*

THE BASIC PROCESS

Batiking consists of drawing and painting a design, on cloth, with molten wax (the resist) so that when dyed, only the exposed cloth will take the dye color. The wax covered areas remain the original color of the cloth

1. Because of the manner in which the wax is applied, the term "Writing" is used in Indonesia. The "Writing" tool is the Tjanting needle used for all intricate designs and outlines. Larger areas should be waxed in with a bristle brush.
2. After the wax has hardened the entire fabric is dipped into a container of dye for the first color application. The cloth is then removed from the dye, rinsed clean and allowed to air dry. At this point the wax is removed in preparation for a second color. (If the design should call for it, the original wax is allowed to remain and the necessary wax is added to additional areas of the design.)
3. To incorporate a second color, wax is again applied to areas called for by the design.
4. Again the cloth is dyed, rinsed clean and dried. We now have a design consisting of
   a. The original cloth color, with a background of the first color.
   b. The second color on the originally protected areas of cloth.
   c. A third color, formed wherever the first and second dye areas were combined or overdyed.

This process can be repeated for as many colors as the design calls for. Caution: Work from light to dark. For the beginner, it is suggested that one limit the dyeing process to two colors.

THE FABRICS YOU CHOOSE

After you have decided on the form of your batik project - scarf, handkerchief, wall decoration, etc. Choose from cotton, silk or thin linen. In this order, these three offer the best possibilities for a superior result. Heavier fabrics necessitate double waxing, front and back, are harder to handle in the dye bath and mean extra effort in rinsing and drying.

When buying a piece of goods remember to allow margins for tacking if you use a stretcher frame, also several inches should be added for use as trim for color testing the dye.

Choose smooth finished goods, they are easier to wax. In regard to colored cloth; the natural fabric color, usually white, simplifies visualizing the design, especially for the beginner.

Many other fabrics, natural and even some synthetics, can be dyed but one should be prepared to experiment before good results can be achieved.

Finally - Read the paragraph on washing the fabric before proceeding with your project.

THE DESIGN YOU MAKE

Your design should be sketched carefully on paper, in the actual size, and filled in with the colors you intend to use. Take time to study the design carefully, and if this is your first project, limit it to two colors of dye. A general rule is to dye the lighter color first and then the darker.

As an example - your design could include white, assuming it to be the natural cloth color, red, blue and a combination of the two dye colors, forming a purple, wherever the dyes overlay each other.
The natural color (white) could also be used to divide the two dye colors very much as leading divides bits of stained glass in a church window.
In this manner of working first the "leading" is outlined with the Tjanting and the first color dyeing cycle completed. After rinsing and drying additional wax is applied to all areas which do not receive the second color. Next, the second color dyeing is done. And at this stage, one has a choice of the actual second dye color or the overlay dye color. Naturally the wax must be removed first from areas where the color is to be pure and not the overlay color. As skill increases additional colors can be used for more intricate effects. The basic rules of separation and combination will still apply.

THE FIRST STEP

Wash the fabric thoroughly to preshrink and remove all filler material. If cotton or linen; next soak in a mild bleaching solution, wash again, dry and iron smooth. Silk or wool should never be bleached, only washed. Wool is never washed in hot water. After washing, smooth the fibers by light ironing. If colored, fabric should be boiled to remove any loose color, dried and ironed smooth.

THE SECOND STEP

Transfer the design to the cloth - trace with a soft pencil if thin cloth, or if necessary use transfer paper; roulette punch the design with a tracing wheel and powder or "pounce" the design as dressmakers do. A tracing wheel can be bought at notion departments where sewing supplies are sold.

THE THIRD STEP

Waxing - Stretch the fabric taut on a stretcher if it is a large piece; if small spread smoothly on a slick surface, to which wax will not adhere - formica or wax paper (glass tends to cool the wax too quickly).
Melt wax in a small pan and place in shallower pan of hot water, maintaining it at an even temperature. Do not allow it to overheat - it should smoke slightly. Use care in handling the wax. Be careful not to drip water into wax container, be certain it will not tip over - all normal caution should be used. Use Craftool Batik Formula Wax for best results.

Apply wax with Tjanting for fine lines or with brush for large areas. To use Tjanting, fill the metal bowl with wax and draw with point of spout; if spout clogs, open with a fine wire. Outline large areas of design with Tjanting or a small brush, then fill in.

When using a brush, dip into wax, press against side of pan to remove excess and proceed as if painting; when redipping brush, allow to remain in hot wax long enough to melt congealed wax already on the brush.

Be sure wax penetrates fabric thoroughly; when you finish waxing, touch up the underside of fabric where color is not called for by the design; for unusual effects brush wax on thinly so that some dye will penetrate to show brush marks; scratch wax with a pin or toothpick to get fine line design; gently crush waxed areas for marbelized or crackled effects.

THE FOURTH STEP

Dyeing - Craftool Batik dye can be mixed in lukewarm water. To insure complete dissolving of powder, it is preferable to use small amount of hot water and then add cold. Various shadings of color are achieved by increasing the amount of powder. Start with ½ tsp. of dye. Dissolve this in 1 c. hot water. To insure increasing fastness, it is necessary to add a fixing agent, acetic acid or salt.

Craftool dye #9304 Silk Dyes - A teaspoonful to a tablespoonful of
Craftool dye #9305 acetic acid (vinegar) to a quart of prepared dye.
Craftool dye #9316 Cotton Dyes - A teaspoonful of plain salt to a
Craftool dye #9317 quart of prepared dye.

These mixtures will keep from 2-4 weeks. If the salt should thicken the cotton dye simply reheat and add small quantity of water.

In some "hard water" localities, ordinary tap water is not suitable for mixing the dyes. When dye does not dissolve properly, distilled water is recommended. This can usually be purchased in department stores or auto supply stores.

Dye should be mixed in a vessel large enough to hold the fabric comfortably. Test dye on a small sample of partially waxed fabric to check the color (usually lighter when dry.) Solution should be cool so that the wax does not melt; wax should hold up to 90 degrees F. A small thermometer is useful accessory and also use rubber gloves when dyeing. Fabric should be pre-wet so dye can penetrate immediately. Keep fabric in motion gently with a wooden spoon or stick to avoid streaks. Rinse thoroughly in lukewarm water - cold water might crack wax before you are ready to remove it.

Blot up excess moisture with old towels or sheeting to avoid streaking when piece is hung up to dry.

TOUCHING UP-

Use a small brush and mix the dye color with a small quantity of gum tragacanth paste (available at drug stores). Add the gum until color will not "run" when applied. ONLY for small areas and spots.

THE FIFTH STEP

Removing wax - When dyeing has been completed, remove the wax by ironing light-weight fabrics between blotting paper or paper towels which will absorb wax. Wax on heavier fabrics can be removed by soaking in gasoline.
CAUTION - This should be done away from stove or burner in a well ventilated room, and NO SMOKING!

THE SIXTH STEP

After all successive waxing and dyeing cycles have been completed and all wax has been removed, the piece should be steam ironed. This will add brilliance and fastness to the colors.

*Permission granted from Home Economics Department, University of Northern Iowa.